

Silberman
School of Social Work

HUNTER

Student Handbook

MSW Program

We strive to be supportive and responsive in helping you cope with the academic, personal, and internship demands of graduate school. This support begins by making certain you know how to locate the wide variety of resources available to you. As graduate students and beginning professionals, you are responsible for familiarizing yourself with all School policies, procedures, guidelines, and program requirements.

The *Student Handbook* and School policies are available on the SSSW website. Please check the website regularly for important, up-to-date information: sssw.hunter.cuny.edu.

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The Silberman School of Social Work at Hunter College

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SILBERMAN SCHOOL OF SOCIAL WORK MISSION STATEMENT

The Silberman School of Social Work at Hunter College (SSSW) educates and trains outstanding social work professionals, who are lifelong learners engaged in knowledgeable, ethical practice with communities locally and nationally. Guided by this mission, we are uniquely committed to social work excellence in the public interest. Our classroom curriculum, practicum experiences, and community-engaged partnerships are focused on supporting persons, families, organizations, and communities, while respecting the humanity of all individuals.

MSW PROGRAM MISSION STATEMENT

The Silberman School of Social Work MSW Program is committed to educating ethical, culturally competent social workers to build community partnerships and strengthen community capacity to achieve social justice in diverse, urban communities. This mission promotes the creation, transformation, evaluation and assumption of leadership roles in services across systems to meet the complex and unmet needs of underserved and underrepresented populations through community-engaged education, intervention, research, and advocacy.

MSW PROGRAM GOALS

- To graduate excellently prepared and diverse social work practitioners for New York City and other major urban areas who use a range of interventions with individuals, families, groups, organizations, and communities, and who operate out of a strengths-based perspective and resiliency framework;
- To emphasize urban contexts in the person-in-environment perspective, particularly as it relates to preparation for employment as clinical practitioners, community organizers and social services organization leaders;
- To develop life-long learners able to respond innovatively to emerging practice challenges in an ethical and research-informed manner;
- To produce culturally competent social work practitioners and community

engaged scholarship and practice-based research;

- To instill a commitment to social and economic justice that produces graduates who skillfully and assertively advocate on behalf of clients and causes;
- To educate students in partnership with New York's communities, agencies, and organizations to promote the expansion and dissemination of effective socially just practice.

The School is fully accredited by the Council on Social Work Education.

1 THE MSW PROGRAM

Overview

The Silberman School of Social Work at Hunter College (Silberman, SSW, SSSW, or “the School”) adheres to the principle that social work education is based upon a common core of practice values, skills, and knowledge that result in professional competency. The MSW curriculum at the Silberman School of Social Work reflects a commitment to human rights, cultural complexity, and social and economic justice. The curriculum includes Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice Methods, Social Work Research, the Field Practicum, and the Professional Seminar.

Students are required to take a year-long Social Work Practice Learning Lab and to select one of three practice methods: **Clinical Practice with Individuals, Families, and Small Groups; Community Organizing, Planning and Development; or Organizational Management and Leadership.**

In addition, the SSSW requires Second-Year Full-Time, Time Frame II One Year Residency, and Accelerated students to choose a specialization in a Field of Practice (FOP). As a reflection of our commitment to social justice and human rights, the nature of the service systems where we do our work, and contemporary issues in social work practice, the school has chosen the following four FOP specializations:

- Aging
- Child Welfare – Children, Youth and Families
- Health and Mental Health (a sub-specialization in World of Work is available)
- Global Social Work and Practice with Immigrants and Refugees

The School has strong ties to many social agencies which provide students with field placements in a variety of practice areas. Qualified agency staff serve as accredited field instructors. All field instructors must be SIFI certified. For detailed information on the field practicum, please see the Silberman School of Social Work Field Education Manual.

Programs of Study—Pathways to the MSW Degree

The Silberman School of Social Work offers several pathways leading to the Master of Social Work (MSW) degree.

Two-Year, Full-Time Program (TYP)

The Two-Year, Full-Time Program (TYP) is designed for students who can devote themselves to full-time academic and field study. Students are expected to attend classes two days a week with their pathway cohort, and to be in field placement three days a week during standard business hours. Under this pathway, students complete the 60 academic credits

required for graduation in two years.

One-Year Residency Work-Study Program (OYR)

The One-Year Residency (OYR) Program provides opportunities for advanced social work education to human services workers employed full-time within a social services agency in a social-work-related role. Individuals are eligible for the OYR program if they have **completed a minimum of two years of post-baccalaureate full-time employment in a recognized human service organization** and if their current social welfare employer agrees to provide them with a field internship, approved by the school, during their second year in the program. Students in the OYR program are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The OYR Program is usually completed in two and a half years of continuous study, but in some instances may take longer. The field instruction requirement is completed during the second year of the OYR Program, when students are enrolled in classes one day per week and are in field placement four days per week. The field practicum takes place in the agency at which the student is employed.

Advanced Standing Program

The Advanced Standing Program is an intensive program for a limited number of outstanding students who have graduated from a Council on Social Work Education (CSWE) accredited baccalaureate social work program. Applicants must have received their undergraduate degree within the last five years and must meet all other admission criteria for acceptance into the graduate social work program at Hunter, including above-average performance in their undergraduate social work major. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program. Students should review and confirm their individual registration requirements with an academic advisor prior to the start of classes. Hunter's Advanced Standing Program typically begins in the summer, followed by one academic year of full-time study, including a field placement which takes place three days per week during standard business hours. Alternatively (and depending on the chosen method), students may opt to begin their studies in the fall and continue through the academic year and the following summer.

Dual Degree Program: School of Social Work and the Bank Street College of Education

The Dual Degree Program is designed to prepare social workers to understand and work with the special needs and vulnerabilities of children aged birth to three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. The curriculum design incorporates theoretical and practice aspects of each degree into a cohesive educational and professional program. Applicants apply to each institution separately. The MSW and the MS in Education degrees are awarded simultaneously, upon completion of each program at the respective institution. The program requirements satisfy the accreditation standards for each degree. In the first two years of the program, students have an intensive experience at each institution. In the third year, students move between both institutions to complete coursework. Both institutions require a supervised field practicum. Applicants must meet all admission requirements of the MSW program and are required to have experience in work with children. For the

Dual Degree Program, courses required at Bank Street total 36 academic credits; credits required at Hunter total 51.

Accelerated Program

This program is designed for students ready to participate in an intensive, year-round learning experience. It is a 60 credit program; as of this writing, the program is for Clinical Practice majors only. Full-time students matriculate in January, are assigned field placements, and complete their first-year requirements by the end of the summer. They start their third semester in the fall and graduate in the following August. Students who are already working in the human services field enter the Accelerated OYR program beginning with evening study in January through the summer and complete their Time Frame II studies in the following fall and spring. They are able to graduate the following December. **Please note: Given the trajectory of the Accelerated Program, it is likely that the total tuition cost will exceed that of the regular Two-Year Full-Time pathway.**

All MSW students must complete their degree requirements within five years of matriculation.

Change of Degree Pathway

All requests to change the chosen degree pathway – for both incoming *and* continuing students – are referred to the Director of Enrollment Management. Requests will be reviewed to confirm the student's motivation for seeking the change, and to confirm that the change is supported within the admissions criteria.

- Students seeking to change their pathway to the One-Year Residency (OYR) must demonstrate the requisite minimum of two [2] years' full-time, direct social service employment related to their practice method, along with the Agency Agreement and letters of recommendation.
- Students seeking to change to the Full-Time Two-Year pathway must be able to confirm the time commitment of a full-time course schedule and weekday/daytime field placement.

If Enrollment Management grants a student's request for pathway change, the student will meet with both the Department of Student Services and the Department of Field Education to confirm and agree to their revised course trajectory. Depending on timing and other case details, the student may need to repeat some courses. The Office of Enrollment Management will confirm the student's status change with the Departments of Student Services and Field Education. The student is then assigned an academic advisor for oversight and registration confirmation.

2 CURRICULUM OF THE MSW DEGREE PROGRAM

The Silberman School of Social Work curriculum is organized around professional curriculum areas: Social Welfare Policy and Services; Human Behavior and the Social Environment; Social Work Research; Social Work Practice Learning Laboratory; Practice Methods (Clinical Practice with Individuals, Families, and Small Groups; Community Organizing, Planning and Development; and Organizational Leadership and Management); Field Practicum; Professional Seminar; and Field of Practice Platform Course. All students must fulfill specific requirements in each of these professional curriculum areas. Students must complete 60 credit hours to graduate with a master's degree in social work.

The School's curriculum is also organized to ensure that all students attain competencies and associated practice behaviors as required by the Council on Social Work Education. Students will, in particular, gain advanced skills and practice behaviors associated with their chosen Practice Method. The three charts below outline the core competencies and associated practice behaviors which students in each Practice Method are expected to attain.

CSWE Core Competencies and Practice Behaviors: Clinical Practice with Individuals, Families, and Small Groups

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Identify as a professional social worker and conduct oneself accordingly (EP2.1.1)	
PB 1: Advocate for client access to the services of social work.	CPIFG APB 1: Demonstrate initiative and innovation in advocating for client access to social work services
PB 2: Practice personal reflection and self-correction to assure continual professional development.	
PB 3: Attend to professional roles and boundaries.	
PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.	
PB 5: Engage in career-long learning.	
PB 6: Use supervision and consultation.	
Apply social work ethical principles to guide professional practice (EP 2.1.2)	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	CPIFG ABP 2: Differential use of self in engaging a variety of client systems in professional helping relationships
PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in Social Work, Statement of Principles (IFSW, 2004).	
PB 9: Tolerate ambiguity in resolving ethical conflicts.	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.	
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	CPIFG APB 3: Collect and interpret information from multiple sources of data
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	CPIFG APB 4: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	CPIFG APB 5: Examine new models of assessment, prevention, intervention, and evaluation
PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	CPIFG APB 6: Demonstrate capacity to effectively communicate findings with a broader audience
	FoP APB1: Differentially apply field-of- practice-specific concepts and theories to social work methods
Engage diversity and difference in practice (EP 2.1.4)	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	CPIFG APB 7: Formulate differential intervention strategies in verbal and written form that reflect recognition of client motivation, capacity, and opportunity
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	CPIFG APB 8: Demonstrate use of self in implementing intervention models for specific case parameters
PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences	FoP APB2: Apply knowledge of anti-oppressive practice as a lens for understanding the experiences of those served in the specified field of practice
PB 17: View themselves as learners and engage those with whom they work as informants	FoP APB3: Demonstrate cultural humility in learning about and from those served in the specified field of practice
	FoP APB4: Demonstrate mindful social work practice through self-awareness of one's own worldview and how that may interact with and impact upon work within the specified field of practice
Advance human rights and social and economic justice (EP 2.1.5)	
PB 18: Understand the forms and mechanisms of oppression and discrimination	
PB 19: Advocate for human rights and social and economic justice	CPIFG APB 9: Critically assess how your CPIFG practice advances social and economic justice
PB 20: Engage in practices that advance social and economic justice	FoP APB5: Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	FoP APB6: Apply knowledge of laws, policies, and standards to engage in practices that advance human rights, as well as social and economic justice within the specified field of practice
Engage in research-informed practice and practice-informed research (EP 2.1.6)	
PB 21: Use practice experience to inform scientific inquiry.	CPIFG APB 10: Synthesize practice experience to develop research agenda
PB 22: Use research evidence to inform practice	CPIFG APB 11: Conduct research to inform practice
Apply knowledge of human behavior and the social environment (EP 2.1.7)	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation	CPIFG APB 12: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation
PB 24: Critique and apply knowledge to understand person and environment	
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)	
PB 25: Analyze, formulate, and advocate for policies that advance social well-being	CPIFG APB 13: Synthesize impact of CPIFG policy or policies to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action	
Respond to contexts that shape practice (EP 2.1.9)	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	CPIFG APB 14: Contribute to the knowledge base of how context impacts practice
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	FoP APB7: Assess and address the contextual factors (e.g., social, economic, geographic, political, environmental) that impact upon the lives and well-being of those represented within the specified field of practice
Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	CPIFG APB 15: Differentially engage diverse individuals, families, and groups.
PB 30: Use empathy and other interpersonal skills	
PB 31: Develop a mutually agreed-on focus of work and desired outcomes	
Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)	
PB 32: Collect, organize, and interpret client data	CPIFG APB 16: Conduct a differential assessment of individuals and families through the integrated use of theoretical concepts in examining the dynamic interplay of bio-psycho-social variables
PB 33: Assess client strengths and limitations	CPIFG APB 17: Formulate a differential treatment plan of individuals and families that is enhanced by clients' input in examining their cognitive formulations of personal constructs, schemas and world views
PB 34: Develop mutually agreed-on intervention goals and objectives	
PB 35: Select appropriate intervention strategies	
Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)	
PB 36: Initiate actions to achieve organizational goals	CPIFG APB 18: Identify, critically evaluate, select, apply evidence-based change strategies across the stages of Clinical Practice with Individuals, Families, and Groups
PB 37: Implement prevention interventions that enhance client capacities	CPIFG APB 19: Adapt change strategies and treatment applications across stages of Clinical Practice with Individuals, Families, and Groups
PB 38: Help clients resolve problems	CPIFG APB 20: Select, integrate and apply appropriate interventions from various theoretical models in practice with individuals and families of diverse background
PB 39: Negotiate, mediate, and advocate for clients	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
PB 40: Facilitate transitions and endings.	
Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	CPIFG APB 21: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure.

CSWE Core Competencies and Practice Behaviors: Community Organizing, Planning, and Development

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Identify as a professional social worker and conduct oneself accordingly (EP2.1.1)	
PB 1: Advocate for client access to the services of social work.	COPD APB 1: Demonstrate flexibility in assessing tactical choices and community members' roles and responsibilities
PB 2: Practice personal reflection and self-correction to assure continual professional development.	COPD APB 2: Further enhance comfort in organizing role and those roles of community leaders in the process of co-creation of democratic strategy formation.
PB 3: Attend to professional roles and boundaries.	
PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.	
PB 5: Engage in career-long learning.	
PB 6: Use supervision and consultation.	
Apply social work ethical principles to guide professional practice (EP 2.1.2)	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	COPD ABP 3: Understand and act upon core personal values so that become operational and concrete
PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in Social Work, Statement of Principles (IFSW, 2004).	COPD ABP 4: Help other understand and work with the dilemmas between means and ends;
PB 9: Tolerate ambiguity in resolving ethical conflicts.	COPD ABP 5: Apply ethical standards, ethical laws, and ethical reasoning in promoting human rights and social justice in the assessment, intervention, and evaluation of organizational and community practice.
PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.	
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	COPD APB 6: Use logic, critical thinking, creativity, and synthesis of multiple frameworks and sources of information to make professional judgments regarding your own planning style and the style of your field placement agency.
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	COPD APB 7: Collect and interpret information from multiple sources of data.
PB 13: Demonstrate effective oral and written	COPD APB 8: Based on integration of multiple sources

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
communication in working with individuals, families, groups, organizations, communities, and colleagues.	of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	COPD APB 9: Examine new models of assessment, prevention, intervention, and evaluation
	COPD APB 10: Demonstrate capacity to effectively communicate findings with a broader audience
	FoP APB1: Differentially apply field-of- practice-specific concepts and theories to social work methods
Engage diversity and difference in practice (EP 2.1.4)	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	COPD APB 11: Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning, and implementing.
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	FoP APB2: Apply knowledge of anti-oppressive practice as a lens for understanding the experiences of those served in the specified field of practice
PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.	FoP APB3: Demonstrate cultural humility in learning about and from those served in the specified field of practice
PB 17: View themselves as learners and engage those with whom they work as informants.	FoP APB4: Demonstrate mindful social work practice through self-awareness of one's own worldview and how that may interact with and impact upon work within the specified field of practice
Advance human rights and social and economic justice (EP 2.1.5)	
PB 18: Understand the forms and mechanisms of oppression and discrimination.	
PB 19: Advocate for human rights and social and economic justice.	COPD APB 12: Critically assess how one's COPD practice advances social and economic justice.
PB 20: Engage in practices that advance social and economic justice.	FoP APB5: Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	FoP APB6: Apply knowledge of laws, policies, and standards to engage in practices that advance human rights, as well as social and economic justice within the specified field of practice
Engage in research-informed practice and practice-informed research (EP 2.1.6)	
PB 21: Use practice experience to inform scientific inquiry.	COPD APB 13: Utilize theories of community and organizational behavior and evidence-informed research to develop, implement, and evaluate a plan of action for community or organizational intervention in your field placement agency (or other setting).
PB 22: Use research evidence to inform practice.	COPD APB 14: Synthesize practice experience to develop research agenda.
	COPD APB 15: Conduct research to inform practice
Apply knowledge of human behavior and the social environment (EP 2.1.7)	
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	COPD APB 16: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
PB 24: Critique and apply knowledge to understand person and environment.	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)	
PB 25: Analyze, formulate, and advocate for policies that advance social well-being.	COPD APB 17: Synthesize impact of COPD policy on practice to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action.	
Respond to contexts that shape practice (EP 2.1.9)	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	COPD APB 18: Contribute to knowledge base of how context impacts COPD practice
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	FoP APB7: Assess and address the contextual factors (e.g., social, economic, geographic, political, environmental) that impact upon the lives and well-being of those represented within the specified field of practice
Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	COPD APB 19: Model leadership behaviors and beliefs in others' capacities to lead
	COPD APB 20: Differentially engage diverse individuals, families, and groups.
PB 30: Use empathy and other interpersonal skills.	COPD APB 21: Develop capacities to discern and develop leadership with those who have less power and privilege
PB 31: Develop a mutually agreed-on focus of work and desired outcomes.	COPD APB 22: Engage with coalitions, their constituencies, and the organizations that comprise them to assess and analyze their capacities, strengths, strategies/tactics, needs, and outcomes, as well as to make recommendations to them for appropriate future actions.
Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)	
PB 32: Collect, organize, and interpret client data.	COPD APB 23: Demonstrate 'respect and challenge' in decision-making in community groups
PB 33: Assess client strengths and limitations.	COPD APB 24: Practice 'where the people are at plus one.'
PB 34: Develop mutually agreed-on intervention goals and objectives.	
PB 35: Select appropriate intervention strategies.	
Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)	
PB 36: Initiate actions to achieve organizational goals.	COPD APB 25: Create agendas that are of interest to and involve all levels of membership;
PB 37: Implement prevention interventions that enhance client capacities.	COPD APB 26: Run meetings as arenas for democratic leadership development;
PB 38: Help clients resolve problems	
PB 39: Negotiate, mediate, and advocate for clients.	
PB 40: Facilitate transitions and endings.	
Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	COPD APB 27: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure.

CSWE Core Competencies and Practice Behaviors: Organizational Management and Leadership

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)	
PB 1: Advocate for client access to the services of social work	OML APB 1: Demonstrate initiative and innovation in advocating for client access to the services of social work
PB 2: Practice personal reflection and self-correction to assure continual professional development	
PB 3: Attend to professional roles and boundaries	
PB 4: Demonstrate professional demeanor in behavior, appearance, and communication	
PB 5: Engage in career-long learning	
PB 6: Use supervision and consultation	
Apply social work ethical principles to guide professional practice (EP 2.1.2)	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	OML APB 2: Apply differential use of self in engaging organizational stakeholders in professional helping relationships
PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in Social Work, Statement of Principles (IFSW, 2004).	
PB 9: Tolerate ambiguity in resolving ethical conflicts.	
PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.	
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	OML APB 3: Collect and interpret information from multiple sources of data
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	OML APB 4: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	OML APB 5: Examine new models of assessment, prevention, intervention, and evaluation
PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	OML APB 6: Demonstrate capacity to effectively communicate findings with a broader audience
	OML APB 7: Apply critical and strategic thinking to decisions concerning the financial management of social service organizations and programs
	OML APB 8: Demonstrate knowledge about how a board of directors and an executive can create and/or operate a mission driven organization

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
	OML APB 9: Apply knowledge of organizations to critically strategize organizational change, including the ability of organizational actors to achieve the change they desire
	OML APB 10: Apply knowledge of organizational lifecycles from one or more of the perspectives on this addressed in the class, and how the lifecycles of organizations influence managing human service organizations, especially strategically.
	FoP APB1: Differentially apply field-of- practice-specific concepts and theories to social work methods
Engage diversity and difference in practice (EP 2.1.4)	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	OML APB 11: Formulate differential interventions that engage multiple stakeholders
	OML APB 12: Apply skills and knowledge of managing issues of diversity and difference in social service organizations, the environments in which they are embedded, and among organizational stakeholders.
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	FoP APB2: Apply knowledge of anti-oppressive practice as a lens for understanding the experiences of those served in the specified field of practice
PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.	FoP APB3: Demonstrate cultural humility in learning about and from those served in the specified field of practice
PB 17: view themselves as learners and engage those with whom they work as informants.	FoP APB4: Demonstrate mindful social work practice through self-awareness of one's own worldview and how that may interact with and impact upon work within the specified field of practice
Advance human rights and social and economic justice (EP 2.1.5)	
PB 18: Understand the forms and mechanisms of oppression and discrimination.	
PB 19: Advocate for human rights and social and economic justice.	OML APB 13: Critically assess how your OML practice advances social and economic justice
PB 20: Engage in practices that advance social and economic justice.	FoP APB5: Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	FoP APB6: Apply knowledge of laws, policies, and standards to engage in practices that advance human rights, as well as social and economic justice within the specified field of practice
Engage in research-informed practice and practice-informed research (EP 2.1.6)	
PB 21: Use practice experience to inform scientific inquiry.	OML APB 14: Synthesize practice experience to develop research agenda
PB 22: Use research evidence to inform practice.	OML APB 15: Conduct research to inform practice
Apply knowledge of human behavior and the social environment (EP 2.1.7)	
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	OML APB 16: Apply the knowledge of human behavior and the social environment to the development of resources for social service organizations and programs. Resource development is a dynamic interpersonal process requiring knowledge of human

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
	behavior and complex organizational and inter-organizational environments.
PB 24: Critique and apply knowledge to understand person and environment.	OML APB 17: Demonstrate awareness and understanding of how organizational change affects various stakeholder constituencies of the organization.
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)	
PB 25: Analyze, formulate, and advocate for policies that advance social well-being.	OML APB 18: Synthesize impact of OML policy on practice to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action.	
Respond to contexts that shape practice (EP 2.1.9)	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	OML APB 19: Apply knowledge and skills of how technology affects the organization, its employees, and its service users
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	OML APB 20: Demonstrate knowledge about the planning, design, and implementation of human services and systems.
	FoP APB7: Assess and address the contextual factors (e.g., social, economic, geographic, political, environmental) that impact upon the lives and well-being of those represented within the specified field of practice
Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	OML APB 21: Develop capacities to discern and develop leadership with those who have less power and privilege
PB 30: Use empathy and other interpersonal skills.	
PB 31: Develop a mutually agreed-on focus of work and desired outcomes.	
Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)	
PB 32: Collect, organize, and interpret client data.	OML APB 22: Demonstrate knowledge about how to assess the processes used to determine new employee-organization fit and the other tasks of human resource management
PB 33: Assess client strengths and limitations.	
PB 34: Develop mutually agreed-on intervention goals and objectives.	
PB 35: Select appropriate intervention strategies.	
Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)	
PB 36: Initiate actions to achieve organizational goals.	OML APB 23: Apply skills and knowledge of individual behavior in groups, group behavior, and organizational dynamics
PB 37: Implement prevention interventions that enhance client capacities.	
PB 38: Help clients resolve problems	
PB 39: Negotiate, mediate, and advocate for clients.	
PB 40: Facilitate transitions and endings.	
Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	OML APB 24: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure.

Method Concentration

Students select their Method Concentration prior to admission. OYR students are generally admitted to the method in which they have practice experience. Students must take three sequential method concentration courses that start in their first semester of enrollment and are concurrent with a supervised field practicum in that method. Practice method courses must be taken concurrently with field placement. Please note that students cannot register for method classes different from their chosen method. OYR students must take two semesters of method concentration courses concurrently with the field practicum and a third methods course either prior to or after the practicum, depending on their method.

Change of Method Concentration

Once a student is enrolled and placed, changes in one's method concentration can be considered only after consultation with the field advisor, the Director of Student Services and the Director of Field Education. Approval must be obtained from the chairpersons of the method areas one is leaving and entering, with final approval typically granted by the Associate Dean for Faculty and Academic Affairs. Since field placement assignments are provided to maximize practice in a method concentration, a change of method concentration may require a change of field placement as well as an extension of time in field, and may therefore cause a disruption in a student's program of study.

- **For admitted students prior to starting classes at Silberman**

Students are referred to the Enrollment Management Department to reassess the initial application and acceptance criteria and determine the suitability of granting the request. The student must provide Enrollment Management with a written statement explaining the reason for their request. If the request is approved, Enrollment Management will notify the Field Education Department and the Department of Student Services.

- **For continuing students**

Requests are reviewed by the Field Education Department and the Department of Student Services. Factors considered in the initial review include where the student is in their trajectory and whether their internship can support the change in method. The student is then referred to the Chairs of both the outgoing and incoming methods for discussion. If the Chairs sign off on the request, the student is referred to the Associate Dean for Faculty and Academic Affairs for final approval. If the request is officially approved, the student meets with the Field Education Department and the Department of Student Services to confirm their revised academic plan. The student is then assigned an academic advisor for oversight and registration.

Additional Program Requirements

Some of the required courses are sequential and are scheduled accordingly (e.g., SSW 717-718, The Social Work Practice Learning Lab; 711-713, Human Behavior and the Social Environment; Research I & II).

- The Field Practicum is sequential and constitutes a year-long educational experience. When a student is unable to successfully pass both semesters, it is usually necessary to begin the sequence again. If a student has passed the first semester but cannot complete the second semester, a repeat of the

entire year is usually necessary. In such situations, students must meet with the Director of Field Education and the Director of Student Services to develop an appropriate plan.

- Students should consult with published and e-mailed registration materials as well as with an academic advisor before selecting courses.

Please review pg. 3 of *Appendix to Student Handbook*, attached, for Course Requirements.

- In addition to coursework, students are required to complete the Mandated Reporter training and the licensure information training - both are available online. The Mandated Reporter training workshop is required for eligibility to take the New York State Exam to become a Licensed Master Social Worker (LMSW).
- Students are required to take SSW 751 and 752, Social Work Research. If the research they wish to undertake in their course requires the participation of human subjects (e.g., interviews, systematic observation, or self-administered questionnaires), students must first obtain approval from the classroom instructor. Such research projects will likely require prior approval of Hunter College's Committee for the Protection of Human Subjects from Research Risks. The research sequence will be taken concurrently with the field practicum. Please note: Students must continue in the same section from SSW 751 into SSW 752.
- In their final semester, students enroll in SSW 790, the Professional Seminar. In this course, students have the opportunity to integrate their learning and write a paper or prepare a project whose central focus is a social work issue of particular interest. The paper or project requires students to utilize research findings, scholarly works, and professional experience to consider how the current state of knowledge, current thinking on policy, and current approaches to practice affect the resolution of an appropriate issue.

Chairs	Professional Curriculum Areas	Phone (212)	Room
Dr. Mimi Abramovitz	Social Welfare Policy and Services	396-7535	432
Dr. Ilze Earner	Human Behavior & the Social Environment	396-7565	705
Dr. Willie Tolliver	Social Work Practice Learning Laboratory	396-7523	409
Dr. Robyn Brown-Manning		396-7782	722
Dr. Samuel Aymer	Clinical Practice with Individuals, Families and Small Groups	396-7555	456
Dr. Stephen Burghardt	Community Organization, Planning, and Development (COPD)	396-7524	410
Dr. James Mandiberg	Organizational Management and Leadership	396-7525	422
Dr. Bernadette Hadden	Research	396-7545	446
Ms. Kanako Okuda, LCSW	Field Education	396-7571	302

Dr. Patricia Dempsey	BSW Program	396-7532	429
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Attendance Requirements

An integral part of professional comportment is punctuality and dependability. Given this, students should make every effort to attend every course session for all courses in which they are enrolled. We realize that absences are at times unavoidable. Students should review course syllabi to confirm the attendance requirements and policies for each of their courses prior to the start of the semester. Generally, students are allowed three (3) excused absences in 15-week courses and one (1) excused absence in other course timeframes (this *includes* absences due to illness or medical issue). Students who enroll in specially designed weekend/summer courses may have other attendance requirements, and should confirm attendance policies with the instructor prior to the start of the class. Students must contact professors to discuss unavoidable absences extending beyond these parameters and will subsequently be referred to Student Services for discussion of next steps. Note: If a student plans to miss the first course meeting of a semester, they should contact the professor well in advance, to avoid being dropped from the course roster.

Summer Session

Summer courses are part of the OYR, Accelerated, Advanced Standing, and Dual Degree Programs. Required courses and electives are available during the summer months of June, July, and August for students to meet program requirements. Advanced Standing students take courses in the summer before and/or after their year of full-time study. Seats in the summer sessions are available for Two-Year Program students if space permits.

Summer courses run for either five or 11 weeks. Courses in the 5-week session meet two evenings per week; those in the 11-week session meet one evening per week. Students who are required to take courses in the 11-week session, however, must be available **two** evenings per week so they may take two courses during the Summer. Accelerated Program students are required to take summer courses in the 11-week session, some of which will be offered during the day.

Fields of Practice Specialization

The Silberman School of Social Work currently requires Second-Year Full-Time, Time Frame II One Year Residency, and Accelerated students to choose a specialization in a Field of Practice (FOP).¹ As a reflection of both our commitment to a social justice and human rights framework and the nature of the service systems where we do our work, the school offers the following eight FOP specializations: Aging; Child Welfare – Children, Youth and Families; Health; Mental Health; Global Social Work and Practice with Immigrants and Refugees; School Social Work; Criminal Justice; and Sexuality and Gender. A sub-specialization in World of Work is available, coupled with one of these eight.

¹ The Field of Practice specialization is currently required for all students who have matriculated in, or prior to, the Spring 2019 semester. FOP specialization will become optional for all students matriculating in or after the Fall 2019 semester.

Students select a Field of Practice (FOP) specialization in the spring of their foundation year (in conjunction with planning their second-year field placement). OYR students select their FOP with their Time Frame I advisor when confirming their agency plan. The FOP specialization is organized around a population group of interest, agency or institutional practice setting, or policy issue. The purpose of the field of practice specialization is to accomplish the following:

1. Provide students with opportunities to develop in-depth knowledge and skill in an area of social work beyond the method.
2. Better prepare students for a competitive job market given the current organization of most service delivery systems.
3. Provide a potential cluster of faculty, students, and field agencies with similar interests for developing and sharing knowledge about contemporary issues and trends.
4. Provide an additional vehicle for generating general innovation and new course material in the curriculum.
5. Maintain the focus of the School, the faculty, and the curriculum on the changing needs of a multicultural urban community.

The requirements for completing a field of practice specialization are the following: (a) an appropriate second or residency year (OYR) field practicum, (b) a Professional Seminar project and/or Research topic related to the FOP, and (c) at least [1] elective option that falls under the FOP. When students complete the requirements of their FOP specialization, they will have this accomplishment recognized in their final evaluation summary; they may add this achievement to their resume and they will receive a certificate upon graduation. *Please note: Although it is not an FOP requirement to do so, students are encouraged to take policy and elective courses as available that support their Field of Practice Specialization.*

AS OF SPRING 2019:

Chairs	Fields of Practice Specializations	Phone (212)	Email (@hunter)	Room
Dr. Nancy Giunta	Aging	396-7552	nancy.giunta	453
Dr. Marina Lalayants	Child Welfare: Children, Youth and Families	396-7550	mlalayan	451
Dr. Daniel Gardner	Health	396-7527	dgardn	
Dr. Alexis Kuerbis	Mental Health	396-7538	ak1465	435
Dr. Martha Bragin	Global Social Work and Practice With Immigrants & Refugees	396-7530	mbragin	612
Dr. Ana Paulino	School Social Work	396-7536	apaulino	433
Dr. George Patterson	Criminal Justice	396-7564	george.patterson	703
Dr. S.J. Dodd	Sexuality & Gender	396-7529	sdodd	426
Dr. Paul Kurzman	World of Work (sub-specialization)	396-7537	pkurzman	434

3

THE ONE-YEAR RESIDENCY PROGRAM (OYR)

The OYR Program: Overview

Established in 1971 as the very first program of its kind, Silberman's One-Year Residency (OYR) Program is a unique work-study MSW pathway for social service professionals, distinguished by a formal arrangement between the School and the student's employer. An adjusted work schedule and part-time class schedule allow OYR students to balance professional and academic responsibilities over a roughly 27-month program period; this includes the completion of a yearlong field practicum "residency" within the organization where they already work, in a new, method-focused capacity.

Individuals are eligible for the OYR Program if they have completed a **minimum of two years of post-baccalaureate full-time employment in a social work-related role within a recognized human service organization**, and if their current employer agrees to provide them with a field internship, approved by the school, during their second year in the program. Students in the OYR Program are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The OYR Program is usually completed in two and a half years of continuous study, but in some instances may take longer. The One Year Residency Program is organized around three "time frames" made up of both part-time and full-time study.

Time Frame I: Part-time Evening Courses

The first phase or Time Frame I (TF I) of the OYR Program comprises evening coursework. While remaining in full-time paid positions, OYR students take courses two evenings a week between 6:00 p.m. and 10:00 p.m. throughout one complete academic year (September to May) and the subsequent summer session. Students may take courses offered during the day if their work schedules permit. Three courses are taken in the first semester of TF I, and three courses are taken in the second semester. (See model course programs on pgs. 4-11 of the *Appendix* attached). Students earn 24 credits in this initial phase of the program. 24 earned credits are required, except in rare circumstances, for entrance into the residency year phase of the program.

Time Frame II: Residency Year

The crux of the OYR Program is the student's second-year field practicum – the "residency" – within the organization where they already work. The time period during which the student completes this field practicum residency is called Time Frame II. Prior (and requisite) to their admission, the student's employer agrees to provide them with a yearlong internship, approved by the School, in a method-focused capacity distinct from their existing role. The terms of this agreement are *initiated* in the agency executive agreement; *refined* during Time Frame I in dialogue between the student, the Department of Field Education, and the agency; and *finalized* in a written agreement/OYR contract prior to the start of the residency. The details of Time Frame II are as follows:

The residency year includes four days of supervised field practicum per week and one day of classes per week, over two semesters from September through May. In their single yearlong practicum, OYR students must complete a **minimum of 900 practicum hours**. The single practicum requirement is predicated on the student's prior knowledge of social service organizations and delivery of social services.

Agencies that enter an agreement with the School to support their employee as an OYR student must commit to provide the following throughout the in-house field practicum:

1. Supervision of the student by a **field instructor**, who must meet all criteria outlined in **Chapter 4** below.
2. The designated field instructor cannot be the student's current or previous supervisor.
3. The assignment must be changed substantially from the student's existing role, to give the student a new learning experience.
4. The workload must be reduced for the same reason.
5. The assignment must be designed to provide learning experiences in the student's chosen Practice Method.
6. The student must have one day off per week from the agency to attend classes.

Note: In the very unusual circumstance that a field agency is, or becomes, unable to identify field instructors who holds a social work degree from a CSWE-accredited institution, the School will collaborate with the agency to identify an alternative individual to provide on-site task supervision for the student. Because the School believes that formal social work supervision is vital to the student's professional development, the School and the agency will together ensure the provision of ongoing social work supervision. If the School and agency are unable to solidify an arrangement for formal social work supervision, students will not be placed within that field setting.

The student, the School, and the agency share responsibility for planning the OYR field practicum, in accordance with these parameters, during TF I. The Field Education Department will help the student plan their residency placement during the spring and summer semesters of TF I, beginning with a preliminary planning form. The student is responsible for returning the completed form to the Department of Field Education, which will work with the agency to plan the placement.

All arrangements between the Department of Field Education and the agency should be finalized by **May 15 of TF I** for residency in the following fall semester. The student may not proceed into their residency year until the final written agreement has been submitted and approved by the Field Education Department. A copy of this agreement will be sent to the student when plans have been confirmed. The School reserves the right to ultimately determine any student's readiness for entry into Time Frame II. If for any

reason the employing agency cannot meet its educational commitment, or if problems arise during residency planning, the student should immediately contact the Field Education Department.

Students must be in good standing with their employer in order to enter TF II. They must be actively able to undertake both their academic work and their field placement responsibilities. If any disciplinary actions have been taken against the student by their employer, or if the student takes a leave of absence from the agency for any reason, the student needs to inform the Field Education Department right away.

If a student's existing job changes during TF I, even if the change takes place within the same agency, it is imperative that the student notify the Department of Field Education immediately; a new agency executive agreement must be submitted before field practicum planning can begin. If the student becomes employed at a new agency, the new agency must agree to sponsor the student, and the School will work with the agency to provide a proper field practicum assignment for the residency year. Any new job, at any agency, must be approved as a residency placement by the Department of Field Education; and the Department may delay residency placement until it determines that the student has acclimated fully enough to begin a meaningful field placement. If the student becomes employed at a new agency that does *not* agree to sponsor the student, or if the student becomes unemployed, the student must decide whether to pursue a "self-financed" placement assigned by the School or to defer entrance into TF II. Self-financed placements must be structured so that the student is in placement during regular weekday business hours Monday-Friday. The School cannot provide paid placements or evening and/or weekend placements.

Once TF II is underway, the student will be assigned a field advisor who is familiar with the OYR program and the student's Practice Method. The field advisor can assist the student in balancing the dual roles of student and employee. If the student is on a special grant or scholarship program, a professional development counselor remains with the student through the entire program.

OYR students are evaluated at the end of the first semester of their practicum by the same standards applied to students completing the foundation or first-year practicum in the Full-Time Program. At the end of the second semester of their practicum, OYR students are evaluated by the same standards applied to students completing the advanced or second-year practicum in the Full-Time Program.

For additional information, see the *Field Education Manual* or contact the Department of Field Education.

Time Frame III: Finishing Up

Time Frame III (TF III) is the period for students to complete course requirements necessary for the degree and may comprise one or more semesters. Courses generally are taken in the evening, although day courses may be taken if the student's work schedule permits. All students are required to take SSW 790, the Professional Seminar, and may take an elective course during Time Frame III if needed. In TF III, classes are scheduled on Wednesday evenings.

4

FIELD PRACTICUM

The following chapter provides a broad introduction to Silberman's field practicum experience and requirements. For the greatest level of detail, students are encouraged to consult the **SSSW Field Education Manual**, available online at http://sssw.hunter.cuny.edu/ssw/?page_id=1261.

Field Practicum Overview

The field practicum, where students integrate classroom learning and theory into field-based practice, is the signature pedagogy of social work education. It provides a vital opportunity for students to acclimate to the social work profession broadly, while developing their own individual professional identities.

The primary purpose of the field practicum is to enable students to develop competence within the framework of social work values and ethics. In fulfillment of this purpose, the field practicum provides opportunities for students to perform social work tasks under the supervision of a field instructor and encourages the integration and application of concepts and principles learned in both the classroom and the practicum agency. The agency-based field instructor provides educational supervision; the school-based field advisor plays an integrating and monitoring function between the school and the agency; and the Field Education Department staff coordinates and has oversight for the field experience, in collaboration with the agency partners.

The Silberman School of Social Work expects students to master two sets of measurable practice behaviors that operationalize core social work competencies:

1. Core (or Foundation) practice behaviors;
2. Advanced practice behaviors associated with the student's chosen Practice Method – Clinical Practice with Individuals and Families, and Small Groups; Community Organizing, Planning, and Development; or Organizational Management and Leadership.

The primary purpose of the field practicum is to provide practice opportunities that enable students to attain and master the objectives of the MSW program. Through field practicum placements, students develop, demonstrate, and deepen practice behaviors in the following areas:

- Identification as a professional who adheres to the core values and ethics of the profession;
- Application of social work ethical principles and tolerance for ambiguity in practice;

- Critical thinking in the formation and communication of professional judgments;
- A respect for and acceptance of difference associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and cognitive abilities;
- Application of knowledge from the study of human behavior and the social environment to practice;
- Advocacy in the advancement of human rights and social and economic justice, through the provision of social and human services that support the diverse communities of New York City and its metropolitan area;
- Advocacy for the needs and opportunities of vulnerable groups in society, through the promotion of economic and social justice for clients and communities;
- Utilization of research evidence to inform practice, and practice and practice experience to inform research, as assessed through performance in the classroom, the field practicum, research courses, and the professional seminar;
- Achievement of practice competencies in social work methods, including clinical practice with individuals, families, and small groups; organizational management and leadership; and community organizing, planning and development, as assessed through their performance in the field practicum;
- Advocacy for human rights and economic and social justice in agency and community practice;
- Ability to respond to the contexts in which practice occurs; Understanding of the contexts that shape practice, including local, state and federal policy, organizational policies, the political and social organization of communities;
- Cultivation of a commitment to lifelong learning and ongoing professional development;
- Effectiveness in assessment, intervention, and evaluation of practice with individuals, families, groups, organization, and communities.

Field practicum agencies are responsible for providing sufficient assignments in the student's primary practice method (Clinical Practice with Individuals, Families and Small Groups; Community Organizing, Planning and Development; or Organizational Management and Leadership) as well as a range of other learning opportunities. The agency must ensure that the student is supervised by a qualified and certified field instructor. The field instructor must possess at least three years of post-MSW experience (in certain cases, the Director of Field Education *may* approve someone with two years of post-master's experience); SIFI certification (Seminar in Field Instruction); and a New York State license when necessary. They must be available to provide at least an hour, preferable an hour and a half, of supervisory conferencing with each student each week. The field instructor follows all practicum guidelines described in the **SSSW Field Education Manual**, and is

responsible for evaluating student performance at the middle and end of each semester using the Field Practicum Evaluation, which will be emailed to them.

The field instructor also works closely with the student's field advisor, who is based at the School of Social Work. Field advisors are the liaisons between the school and placement agencies. They meet with students during scheduled advisement times, which are mandatory for students, and hold a range of additional responsibilities that help ensure the quality and safety of the student's field experience. For more information about field advising, please see **Chapter 5** of this Student Handbook, *Field Advising*.

Students in the **Two-Year Full-Time Program and the Accelerated Program** are placed in a different social service agency each academic year for three days per week (21 hours each week, during regular business hours) for a minimum of 300 hours per each of four semesters. Evening and/or weekend placements are not possible.

Incoming students are placed in agencies that will give them a beginning understanding of social work practice in their chosen method concentration. In the second year, students participate in a placement planning process and consideration is given to the student's chosen area of specialization when the placement is developed.

Students in the **Accelerated Program** begin the practicum in the spring semester and continue through the summer of their first year. In the second year, they follow the pattern for second year students in the Two-Year Program.

Students in the **Advanced Standing Program** are placed as second-year students in a social service agency for three days each week (21 hours) for a minimum of 300 hours per each of two semesters.

Students in the **Bank Street Dual-Degree Program** complete one year of field practicum, attended four days per week (28 hours) for a total of 900 hours.

Students in the **One Year Residency Program** are in a field practicum for one year, referred to as Time Frame II. They spend four days a week (28 hours a week) in placement for a minimum of 450 hours per semester, in a specially designed field placement at their existing place of employment. The employing agency provides a change and/or an enhancement of the student's assignment along with a qualified field instructor who was not previously, and is not currently, the student's supervisor. New learning may be accomplished through placement in another setting within the agency, creating new assignments within the original job setting, a combination of the two, or placement in another agency. Some of a student's work responsibilities may be included in the 900-hour practicum, provided these responsibilities represent enhanced social work learning and will be supervised by the designated field instructor. OYR students must have significant practice opportunities in their agency that are consistent with their chosen method concentration. For more detail about the OYR Program, please see **Chapter 3** of this Student Handbook, *OYR Program*.

Concurrence

When enrolled in Field Instruction I, Field Instruction II, Field Instruction III, and Field Instruction IV in the Two-Year Full-Time and Accelerated Programs, students must be concurrently enrolled in the Practice Learning Lab (first and second semester) and subsequently in the sequence of Practice Method courses I, II, and III. Students in the Advanced Standing program who are Clinical Practice majors will be enrolled in Field Instruction III and Field Instruction IV while also enrolled in Method I and II (in the fall) and Method III (in the spring). Advanced Standing students who major in Community Organizing, Planning, and Development (COP&D) enroll in Field Instruction III and Method II in the fall semester and then in Field Instruction IV and Method III in the spring semester.

Students in the OYR program enroll in the Practice Learning Lab in the fall and spring semesters of their first year, and begin their Method studies in the second semester. In the second year of their program, the field practicum will be concurrent with the second and third semesters of the method concentration sequence. Students in the Accelerated OYR program enroll in the Practice Learning Lab in the spring and continue with Practice Lab and Methods in the summer. During their TF II year, they follow the same pattern of method learning as the OYR program students.

Grades

The field practicum is graded like all other courses (Credit, No Credit, Incomplete, and Honors). Please refer to the **SSSW Field Education Manual** section *Guidelines for Evaluation of Student Performance* for field performance criteria. A grade of No Credit in the field practicum will prevent a student from moving on with both field education and method courses (which receive a separate grade but, as stated previously, are integral to the field practicum). A grade of Incomplete in field education may necessitate extending the field placement until the criteria are met for a grade of Credit. Field practicum grades are determined by the field advisor with the recommendation of the field instructor. An Honors grade is given for extraordinary performance; it is the equivalent of an A+ grade.

Recordings

The faculty in each Practice Method sequence have articulated guidelines for the development of student assignments in the field, which enable students to develop knowledge and skills and gain core and advanced competencies consistent with the curriculum taught in the classroom. Guidelines for student assignments and process recordings in each Practice Method are provided here, to assist the field instructor. Students receive these guidelines at orientation. Field instructors are encouraged to consult with the School-based field advisor or Practice Method chairperson regarding these guidelines.

Recording is an essential social work practice tool that furthers accountability in learning while enhancing social service delivery. Recording is a tool for students and field instructors to use purposefully, with specific learning objectives in mind. It allows the student to demonstrate both core and advanced competence in many aspects of practice under the supervision of the field instructor, and helps develop quality, professional communication between the student and field instructor. Recording also fosters the student's own internal dialogue and reflection process. The process of writing itself stimulates an internal dialogue. It reflects the full range of a student's activities in the agency from telephone calls, collateral

contacts, agency meetings as well as client/worker interactions.

There are some important educational goals for recording in field instruction: (1) to provide information which furthers the student's understanding of client needs and available resources; (2) to provide written documentation which serves as a stimulus for reflective practice; (3) to provide information about the student as a practitioner and learner which is the basis for the educational assessment of competencies and learning plan; (4) to provide information about the student's collaboration with other practitioners; (5) to provide content for teaching about communication within the profession, and with other disciplines; (6) to provide content for teaching about ethics including privileged communication, informed consent and confidentiality; (7) to provide an opportunity for a student to learn systematic accountability for practice; (8) to provide materials for classroom teaching; and (9) to provide data for potential research purposes.

Recording requirements and formats vary, depending on the student's Practice Method and assignments. Other factors that may affect the format, quantity, and other requirements for process recording include the student's educational needs and stage of development as a social worker, and the agency's accountability needs and service goals.

For specific information about process recordings in each Practice Method, please see the **SSSW Field Education Manual** section *Guidelines for Practice Assignments and Recordings*. For example process recordings in each Practice Method, please see the **SSSW Field Education Manual Appendix**, or go to http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

Expectations of Students

In order to complete the field practicum productively, professionally, ethically, and in a manner consonant with School and agency standards of excellence, Silberman School of Social Work students are expected to adhere to the following guidelines throughout their internship. Please refer to Chapter 2 of this Student Handbook for competencies and associated practice behaviors that apply not only to student learning but also to the development of professional practice in the field practicum. See also Chapter 8 for further professional expectations.

- Adherence to the values, ethics, and standards in the [NASW Code of Ethics](#) and the [NASW Standards for Cultural Competence](#).
- Active and responsible participation in an ongoing learning process, both in the classroom and in the practicum. In the classroom, this includes attendance, classroom and Blackboard participation, timely and successful completion of all assignments and tests. In the practicum, this includes the preparation of an agenda; the timely presentation of required recordings, logs or journals; availability for learning, as evidenced by attention to time and attendance; and adherence to the professional standards and policies required by the agency.
- Professional comportment in the classroom and the practicum at all times, including clear, open, and respectful communication.
- Readiness to become a self-reflective learner, and to evaluate the role and use of self in

the learning opportunities afforded both in the classroom and the agency.

- Accountable to the School and the agency for achieving learning goals, objectives, and core and advanced practice behaviors in the practicum.
- Adherence to the policies and procedures of the School and the agency, consistent with the ethics, values, and standards of the profession.
- Accountable to the School and the agency for completing the required practicum hours (a minimum of 600 or 900 hours yearly, depending on program), and for appropriate progression through their selected degree pathway.
- Participation in the academic and field advisement processes, including attendance at regular meetings and presentation of recordings (logs, journals, etc.) to the advisor (and/or classroom teacher) as requested.
- Preparation of a supervision agenda that includes questions/topics for discussion in field instruction conferences. Agenda points should pertain to engagement, assessment, intervention, evaluation of practice, information about resources, and general practice concerns or learning needs. The supervision agenda is primarily student-generated, but field instructors may contribute additional topics for discussion.
- Maintenance of professional confidentiality in all of the student's activities. Agency material being used for class assignments should be disguised. Audio and video tapes of practice can be used for teaching in the classroom only with written permission of clients and the agency.
- **It is the policy of the School, and a professionally ethical principle, that students identify themselves as students or interns in their work with clients and agency representatives. If an agency is requesting otherwise, it is the student's responsibility to contact the Director of Field Education immediately.**

Expectations of the Agency

In order to provide for the educational needs of the student in the field practicum, the School expects that the agency and its administrators will accept and support the field practicum arrangements made between the School's Department of Field Education and the agency's designated educational coordinator. Broad expectations include:

- The agency will select qualified staff to serve as field instructors and provide them with adequate time to carry out educational functions. The field instructor must have:
 - An MSW degree from an accredited school of social work;
 - At least three years of post-master's agency-based work experience, preferably more;
 - Competency in the area of practice which they will supervise, and;

- The ability to allocate sufficient time to field instruction, so that the three primary forms of support it entails – administrative, educational, and emotional – are fully covered.
 - To supervise **Clinical Practice** students, in addition to the above, a field instructor must hold a New York State license (or another state's equivalent).
 - Field instructors should have completed the Seminar in Field Instruction (SIFI) and received certification; if they have not, they must be enrolled in a SIFI concurrently with field instruction.
 - Any exceptions to these requirements must be made with the express permission of Silberman's Director of Field Education.
 - Note: There are very rare cases in which the School selects a field placement where the assumed supervisor/field instructor does not hold an MSW. This occurs *only* when the placement setting is so extraordinary that the School believes the student's learning opportunity outweighs the limitations of not having an MSW on-site. In such cases, the on-site supervisor becomes a task supervisor, and the School hires an external individual who holds the MSW and SIFI certification to become the field instructor of record. This instructor meets consistently with the student at the field placement site while maintaining close interaction with the Field Education Department.
- The agency maintains policies and procedures that are consistent with those of the School including non-discrimination and sexual misconduct policies (see pgs. 16-26 of *Appendix* attached, and the **SSSW Field Education Manual Appendix**).
 - The agency maintains policies, procedures, and practices in accord with the [NASW Code of Ethics](#) and [NASW Standards and Indicators of Cultural Competence](#).
 - The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student.
 - The agency is committed to evaluation of its practice and helps students to develop practice-informed research skills.
 - The agency is committed to developing the competence of its staff and improving its services through means such as staff development, self-evaluation, and the establishment of professional personnel practices and policies.
 - The agency agrees to treat all information about students as confidential, including evaluations.
 - The agency provides a range of assignments on an on-going basis that are consistent with the objectives of the School, including practice opportunities that

should enable students to acquire core and advanced practice behaviors.

- The agency clearly informs students of its safety protocols and procedures, and procedures to follow in the event of an emergency, including the disclosure of any client reports of danger to self or others, or any instances of abuse;
- The agency provides privacy and physical supports for a student to carry out their professional role and responsibilities including office and storage space, access to a telephone, and reimbursement for expenses incurred in the performance of assignments.
- In the event of student performance which does not achieve the standard for competence in the practicum, the School expects full participation of the agency in educational assessment and in the mechanisms established for review of problems in academic standing.
- The agency recognizes the importance of timely submission of a written practicum evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the field advisor assigned by the School in determining a grade for the practicum.

For more information on the expectations of agencies and agency-based field instructors in the field practicum, please see the **SSSW Field Education Manual** section *Expectations of Agencies*.

Educational Plan

By the fifth week of the semester, the agency-based field instructor submits a written Educational Plan to the field advisor, outlining the current and future assignments for the student as well as the learning goals and objectives in the practicum. The format for the plan can be found on the SSSW website. A link is also emailed directly to the field instructor. The advisor should follow up with the field instructor on any questions or concerns identified in the Educational Plan and to acknowledge appreciation to those who have formulated a sound plan. If the field advisor has not received the education plan from the field instructor by the seventh week of the semester, they should inform their Assistant Director of Field Education immediately.

Field Practicum Policies

Days and Duration of Field Practicum

Student schedules in the field practicum are determined by the program in which they are enrolled. Students in the Full-Time and Advanced Standing programs spend a minimum of 600 hours in the field each year of their program. Students in the One-Year Residency and Dual Degree programs complete a minimum of 900 practicum hours in one academic year.

Students in the Full-Time and Advanced Standing programs spend three days (21 hours) per week in their practicum agencies during each program year. First-year students are typically in the field Mondays, Wednesdays, and Fridays. Second-year students are typically in the field Mondays, Wednesdays, and either Tuesdays or Thursdays. Variation in this

schedule may be necessary due to classroom schedule and agency needs. Students in the Organizational Management and Leadership (OML) Method may follow a different schedule.

Students in the One-Year Residency and Dual Degree programs are in placement four days (28 hours) per week. These students' one weekly day in school is determined by their Practice Method and may also be affected by other factors. During the residency year, OYR students are in class on either Tuesdays or Wednesdays. Students in the Organizational Management and Leadership (OML) Method may follow a different schedule.

Practicum Attendance Policies

Regular attendance at the practicum agency is expected of all students. Chronic lateness (or leaving early) is unacceptable. Students must inform the agency of planned absences or lateness.

On their days in the practicum, students observe agency hours and the calendar followed by agency staff. For Thanksgiving, Winter Recess, Spring Recess, and designated Hunter College holidays, students typically follow Silberman's Field Education calendar; however, students in the One-Year Residency and Bank Street Dual Degree programs may still follow their agency's schedule. Students should not plan to take vacation time during the field practicum.

Students who observe religious holidays that fall during the practicum should be excused. In order for practicum learning to be meaningful, minimum field practicum hours must still be met in these circumstances.

If absences for illness, religious observance or personal emergencies exceed three days during an academic year, this time must be made up in order to meet the practicum hour requirements. If a student anticipates any extended absences for any reason, they should inform their field instructor and field advisor right away.

The School considers student participation on official committees such as the Curriculum Committee to be a part of the educational program; agencies are asked to release students who hold committee positions in order for them to attend such meetings, generally held once a month. Students are expected to discuss a plan for appropriate coverage of their responsibilities with the field instructor well in advance of the planned absence.

If the field placement is significantly interrupted, regardless of reason or how many hours were completed, it may be necessary for the student to begin a new placement to maintain learning integrity. If a student takes a leave of absence from the program lasting more than one (1) academic year, the first year of their field practicum will need to be repeated, likely at a different agency.

Workload Distribution

The student's workload in the field practicum typically comprises the following:

1. Assignments in the major method concentration
2. Individual supervision
3. Recordings
4. Staff meetings, team meetings, seminars, case conferences, and in-service

training

At least half the time in practicum should be spent in client contact as described above. Second-year students will typically spend more time than first-year students in carrying out practice assignments. A greater number of clients, groups, and more extensive and complex assignments are assigned to second-year students. Second-year students may achieve a full workload earlier in the semester than first-year students. OYR students and Bank Street Dual-Degree students (who are in the field for 28 hours weekly) will spend more time carrying out practice assignments. The allocation of time for new assignments, supervision, recordings, and additional learning opportunities should be established in the agreement that is made between the School and the agency prior to the student's entrance into Time Frame II or the field year in the Bank Street program.

The number of cases assigned will vary according to the agency mission, client needs, and service delivery expectations (e.g., in a residential or milieu setting, clients may be seen more frequently than once per week and thus fewer cases will be assigned). On the other hand, in settings where clients are not seen on a weekly basis, a greater number of cases may be assigned. If there are questions about the quantity or quality of assignments, students should always consult with the field instructor and then the advisor.

Dress Code

Students are expected to follow the dress code in effect at the agency where they are placed, and standards for professional comportment, when selecting their attire for field placement. It is important that students present themselves in a professional manner, and use their best judgment in accordance with the agency's policy.

Common Time

Common Time is a daylong program held at Silberman two or three times each school year, during which the student body and faculty meet around issues of shared concern and interest. Students take the lead in preparing the program for Common Time. Meetings of the Faculty-Student Senate, student alliances, and the Board of Student Representatives are held during Common Time. Students in the Full-Time, Accelerated, Advanced Standing, and Dual Degree programs should be excused from field practicum to attend Common Time, with the recognition that plans need to be discussed in advance so that their absence does not interfere with professional agency and client responsibilities. If Common Time falls on a One-Year Residency student's day in school, the student is expected to attend Common Time activities.

Labor Disputes in Agencies

The School recognizes that employees may sometimes take part in labor actions. Since student safety may be jeopardized and the educational environment compromised, students in programs other than the One-Year Residency program are **NOT** permitted to continue in the practicum under such circumstances. Agency personnel are required to notify the School of any impending labor actions or interruptions in agency services. The Department of Field Education will arrange a substitute field assignment in cases where the interruption to the practicum is prolonged. Students in the One-Year Residency Program, who are employed by their practicum agencies, should discuss their individual situations with the field advisor and the Assistant Directors of Field Education. Generally, employee status takes precedence over student status in such circumstances.

Labor Guidelines for Students placed in NYC DOE Schools

Students who are placed in New York City Department of Education (NYC DOE) schools are expected to follow specific guidelines and rules concerning their work in the placement setting. Students are expected to confirm, to both Field Education Department and the NYC DOE, that they have completed the DOE clearance processes before starting their field practicum. Should students encounter any difficulty, they must contact their assigned Assistant Director of Field Education immediately. As of late 2017, the DOE application and clearance process proceeds as follows. This procedure is subject to future revision. The SSSW Department of Field Education will make any new procedures available to students.

- The principal nominates the intern in Galaxy, therefore driving the security clearance process including fingerprinting. (The principal can work with their HR Director to enter the intern into their TO as PNOB.)
- The intern submits an application to DOE HR through this survey: <https://goo.gl/forms/OLHuJna2xf9yZG7l1> until the formal Student Teacher Registration Application is launched. Once formal Student Teacher Registration Application is launched it will replace the survey and it is the formal application all interns will need to complete and update as necessary with current information through the duration of their internship in our schools.
- From Spring 2017 onwards, interns can start their placements once the DOE HR office sends a confirmation email to the intern, principal and college that the intern's application is completed. The principal confirms security clearance and final placement clearance.
- The NYC DOE will allow for school social workers and school counselors to continue to supervise more than one intern for the 2017-18 school year. If the school counselor or social worker had already made a commitment with the college/university to supervise more than one intern for the current school year, the counseling support professional is approved to uphold this agreement for the 2017-18 school year. This flexibility for the current school year will provide additional time to develop the NYC DOE internship placement supervisory ratio policy along with your input.

Legal Issues in the Agency Setting

If legal action of any type is taken against a social service organization where Silberman School of Social Work students are concurrently placed for their field internship – including action taken against any employees of the organization; action taken against the student themselves in their capacity as an intern or employee of the organization; or action taken against the organization after the Silberman student's internship/employment has ceased, but relating to their former capacity within the organization – it is the responsibility of the organization to immediately inform the Silberman School of Social Work Department of Field Education. The School will inform the Hunter College Office of Legal Affairs, which will work with the organization and the School to resolve the issue. Under no circumstance should an organization respond to legal action during or related to the student's internship/employment by contacting the student directly.

Guidelines for Home Visits

The provision of effective service implies that students be prepared to undertake all activities necessary to understand a client's life situation and to intervene appropriately toward a resolution. Home or community visits are important aspects of service provisions. The following guidelines are intended to ensure that home visits can be completed safely and effectively.

When **planning the home visit**, students should:

- Never visit a facility/home without someone at the agency knowing where they are. A safety plan should be created and shared with someone at the agency, such as a supervisor, a co-worker, or an administrative staff member. This plan should include the name of the person being visited, the student's contact information, and the expected duration of the visit.
- Verify the visit address and directions before the visit, and plan a travel route in advance.
- Conduct home visits with a supervisor if possible.
- Consider visits between the hours of 9:00 a.m. and 4:00 p.m.
- Use the middle car of the train, where the conductor is present, when traveling by subway.
- Consider meeting the client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client.
- Ask a community member or client to meet and accompany them if they feel unsafe entering a building alone.
- Carry official identification or a letter that establishes their status as an agency representative.

During the home visit, students should:

- Clearly and respectfully identify themselves, their agency, and their purpose to the person who answers the door.
- Be aware of their surroundings at all times.
- Remain in an area with easy access to an exit, and always know their exit strategy.

Transportation and Reimbursement

Some agencies provide car service for home visits. Students should verify their agency's policies on transportation. Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty

emerges around reimbursement, the student should contact the Director of Field Education. Students should not use their own vehicle for any assignments within the field practicum. If a student is being asked to drive an agency-owned vehicle as part of their assignment, they should inform the Director of Field Education immediately. In some cases, students *may* drive an agency-owned vehicle as part of their assignment, if they have a valid driver's license, agency approval, and agency insurance coverage.

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FIELD ADVISING

Overview of the Field Advisor's Role and Responsibilities

The field advisor is typically an adjunct faculty member who is assigned by the Field Education Office to serve as the student's advisor and the field liaison to the practicum agency. Advisors carry responsibility for the student's education in the field through supporting, monitoring, and evaluating the student, enhancing the experience and ensuring fit with the School's standards.

In addition to serving as an advisor to the student, the field advisor serves as a resource and consultant for the field instructor and the educational coordinator, who are both based at the practicum agency. The advisor may help the field instructor understand the SSSW curriculum and, particularly, help the instructor understand the types of work assignments that are needed for the student to integrate classroom and field learning. The field advisor represents, and works to consistently ensure, the educational objectives of the field practicum.

The field advisor will:

- Meet with students at the Field Practicum Orientation at the beginning of the academic year.
- Meet individually with each advisee at least once each semester.
- Meet with students for group advisement meetings during scheduled times (once monthly).
- Make a minimum of one annual field visit to each student's field placement site including a meeting with the student's instructor.

Group and Individual Advisement

Group Advisement Sessions

Advisors meet with their assigned group of students once per month, to address students' progress in their field practicum. One of the many benefits of the group advisement model is that students learn through mutual engagement and support. During group advisement, the advisor will:

- Provide information about various issues concerning field requirements and expectations, such as: Process recordings for Clinical Practice students (logs for Community Organizing and Organizational Management and Leadership students); use of supervision; the field evaluation process; and professional development.

- Assist and support students in integrating classroom knowledge with practice in the field, and in attaining the core/foundational and advanced practice competencies.
- Ensure there is time and support for students to share experiences from their field placements, and provide feedback to one another.
- Provide relevant knowledge and expertise in dialogue with students and their needs.

Individual Advisement Sessions

Individual meetings between the advisor and each advisee should be scheduled at least once per semester separately from the field site visit. These meetings must take place **at Silberman**. Advisees should also maintain ongoing contact with their advisors through telephone calls and emails.

Evaluation of Student Performance

The field advisor is responsible for monitoring the student's performance in field placement throughout the year; receiving information from the field instructor and other parties as appropriate to inform their assessment of the student; and assigning the official Field Practicum grade for each student they advise.

In this capacity, the advisor is responsible for ensuring that the field instructor completes and submits the Field Practicum Evaluation at the end of each semester. The Field Practicum Evaluation is a comprehensive assessment of the student's field performance. The advisor uses this evaluation to help determine the student's grade.

For more information on the Field Practicum Evaluation and practicum grading policies, please see the **Silberman Field Education Manual** section on *Guidelines for Evaluation of Student Performance*.

Handling Field Performance Issues

Field advisors are expected to proactively identify potential concerns with the student's field placement and practicum throughout the semester. This involves close dialogue and ongoing engagement with the student and the field instructor.

When the field advisor or field instructor identify a concern, either in a phone call or in a scheduled site visit, the first step is to assess the concern, hear each party's view of the situation, and determine whether the concern can be easily remedied through discussion. Some concerns about performance can be addressed, for example, by assessing and amending the Educational Plan; clarifying or strengthening the nature of the field assignment; airing differences in teaching/learning styles; or stating expectations regarding deadlines, quality and use of supervision, or time and attendance issues.

In cases where the concerns cannot be readily remedied through such a review of the issues, a written **Field Performance Improvement Plan (PIP)** will be considered. If

agency policy does not allow for a PIP, the Field Education Department will work in conjunction with the student's field advisor and field instructor to implement a plan to determine the student's best path forward in the field practicum. This plan will follow the structure of the PIP as closely as possible.

Field Performance Improvement Plan (PIP)

The PIP is a formal agreement implemented when a student is evaluated to have not met Practice Competencies assessed as part of Field Education, or when significant difficulties emerge in the field internship. The field advisor writes the PIP. The first part of the document states the problem or areas of concern; the second part of the document must outline a detailed plan for improvement and achievement of satisfactory performance, with a designated timeframe for completion. (For more detail on the written format of the Field PIP, please see the **SSSW Field Education Manual** section on *Handling Field Performance Issues*.)

As soon as possible once the field advisor has written the Field PIP, a **three-way meeting** must be convened between the field advisor, the field instructor, and the student.

This meeting is mandatory for all three participants. It is crucial that the field advisor is present for this meeting.

During this meeting, the advisor, instructor, and student will work together to ratify the drafted Field PIP. All three participants must agree to a finalized plan; before the end of the meeting, all three must sign the document to confirm their agreement. All three participants must also have a personal copy of the final, signed Field PIP.

If the agency, for whatever reason, tells the advisor that the student must be withdrawn from the placement, an additional three-way meeting must occur so that the student and the field advisor are present to hear and understand the reasons for this request. (In exceptional circumstances, such as if the agency asks the School to withdraw the student immediately from placement, it may not be possible to convene a meeting.)

At the re-evaluation date specified in the Field PIP (or the absolute closest possible date on which all three parties can meet), another **mandatory three-way meeting** is held. At this juncture, the advisor, instructor, and student will assess the student's progress and measure whether the Field PIP objectives have been met.

If the student has not met the terms of a Field PIP within the specified time frame, or has been removed from the field placement during that time frame, the next step may be a **Field Consultation Meeting** or referral to the **Educational Review Committee (ERC)**.

Field Consultation Meeting

Based on the student's progress in meeting competencies identified in the Performance Improvement Plan (PIP), the Director of Field Education may arrange a consultation with the student, the field advisor, and two Assistant Directors of Field Education before rendering a recommendation about the need for further improvement and assistance. This Field Consultation Meeting must occur within 10 business days of the specified end

of the PIP agreement timeframe. After the consultation meeting, the Director of Field Education reviews the recommendation, makes a determination, and shares that determination with the Associate Dean for Academic and Faculty Affairs. In cases where the student's improvement has not been sufficient in accordance with the terms of their PIP agreement, the Assistant Director of Field Education may ask that the **Educational Review Committee (ERC)** review the student's performance.

Educational Review Committee (ERC)

For detailed information about the Educational Review Committee, please see **Chapter 10** of this Handbook, *Appeals and Reviews*.

Student Evaluation of Field Advisors

At the end of each semester, students complete a written evaluation of their field advisors in order to assist the Field Education Department in identifying and evaluating the efficacy, strengths, and limitations of the advisor and the advisement system.

Student Concerns with the Advising Process

If students develop concerns about the advising process and/or the advisor at any point during the semester, they may contact the Director of Field Education. Students requesting to change their field advisor should make the request in writing to the Director of Field Education. Requests for a change of field advisor must be predicated on serious problems or concerns, which can be remedied only by a change in advisor.

Procedure for change:

1. The student and field advisor are expected to discuss the need for a change of advisor, before any written request is made to the Director of Field Education. Once completed, the request must clearly stipulate the reasons a change is warranted. The Director will consult with the student and the advisor prior to making a final decision, to determine if both parties are in agreement.
2. If the request for a change of advisor is granted, the Director will send a memo informing the student, the current field advisor, and the newly assigned field advisor of the change. It is expected that current and new advisors will consult with one another regarding the advisement that has already taken place.

If the request for a change of field advisor is denied, the Director will send a memo to the student and advisor explaining why the advisement assignment should remain the same. Appeals of the Director's decision must be made in writing to the Office of the Associate Dean for Faculty and Academic Affairs within five business days of the date of the memo.

Second-Year Placement Planning

Planning the second-year field placement is a collaborative effort that takes the combined input of the student, the field advisor, and the Assistant Directors of Field Education.

First-year students will meet as a group with Field Education Department staff for a **placement planning meeting**. Students are introduced to the placement planning process at this time. New advisors may wish to attend the placement planning meeting. At the time of this meeting, first-year students will gain access to a field practicum planning form, which the advisor will help them complete.

The field advisor is expected to carry out the following with the first-year student, after the initial placement planning meeting:

- The advisor should schedule an **individual appointment** with the student in person – or, if necessary, by phone or Skype – to discuss field learning goals for the second year. Advisors will assist first-year students in identifying learning needs and interests for the second-year placement, with attention to a range of possible placements.
- Informed by this conversation, the student will complete their **field practicum planning form**, and will show their completed form to the field advisor.
- The advisor will write their own **Advisor's Summary**. Based on their conversation with the student, and the student's field practicum planning form, this summary will outline what was discussed and offer advisement on potential placements. The advisor must give their Advisor's Summary **to the student** once it is complete.
- The student will submit their field practicum planning form together with the Advisor's Summary letter to the Department of Field Education. This package is due to the Field Education Department in **mid-March**.
- During the spring semester, field advisors will work with first-year students to **prepare for interviews** with prospective field agencies. Students should be advised about how to approach these meetings and be prepared to discuss first-year placement as well as their interest in the second-year placement; they should also be able to identify skills, interventions, and practice principles they have learned in the first year (e.g., engagement, assessment, advocacy, group formation, etc.). Students should be encouraged to role-play during meetings.

Other Pertinent Issues

Students with academic issues should be referred to an academic advisor. Degree audits are also the responsibility of academic advisors. Contact an Assistant Director of Field Education for information on how to locate a student's academic advisor or contact the Director of Student Services at 212-396-7574.

An effort is made to match students with advisors who are familiar with, and who have had work experience in, the student's chosen Practice Method. Whether or not the advisor is an expert in the Practice Method, they may wish to seek guidance on curriculum expectations from the Method's chairperson.

Even though field advisors do not provide academic advising, they should be familiar

with the sample programs and course requirements associated with Silberman's various MSW pathways and Method areas.

All field advisors must have a valid Hunter College ID and email address, as assigned by the Department of Human Resources.

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ACADEMIC ADVISING

All MSW students should access academic advisement as part of the graduate program at SSSW.

Academic advising is available to all students in the school. Academic advisors are available for consultation about matters including (but not limited to) the following: a review of program requirements; course selection and registration issues; referral to the Writing Program; field of practice (FOP) specialization information; and graduate degree audit information. In addition, academic advisors are available to refer students to various resources offered at Silberman SSW or on the 68th Street campus. Academic Advisors can also consult with students around policies and procedures at the school – including change of practice method, grade appeal, and the Educational Review Committee.

Academic advisors may have contact with faculty members around issues that arise in the classroom, such as attendance or performance in classroom (including writing). Academic advisors may also have contact with field advisors to coordinate assistance for a student who is experiencing difficulties in the field and/or the classroom.

Students may access academic advisement on-site Monday-Friday from 9:30 a.m. to 6:00 p.m., and some evenings during the week (Tuesday-Thursday until 7:30 pm). They may also consider contacting the online advisor with questions and concerns: (sswacademicadvisor@hunter.cuny.edu).

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STUDENT EVALUATION OF FACULTY PERFORMANCE

The following excerpt from the CUNY By-Laws summarizes the importance and significance of student evaluations: “Student evaluation of faculty teaching and course handling is a significant factor in the professional appraisal of faculty performance for purposes of reappointment, promotion and tenure” (CUNY By-Laws, Section 4.1.3). In addition to aiding individual faculty in reviewing and improving classroom teaching, these evaluations have a direct bearing on faculty retention and promotion.

Evaluations are formally administered online by Hunter College at the end of each semester. In addition to the online College-wide form, students may be requested by their instructors to complete mid-term evaluations which are used for making changes or revisions during the semester.

The Office of the Associate Dean for Academic and Faculty Affairs reviews all of the evaluations as a measure of quality of instruction.

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ACADEMIC AND PROFESSIONAL PERFORMANCE

Essential Abilities and Attributes for Students at the Silberman School of Social Work and in Professional Practice

Becoming a competent social worker is a complex process that begins upon entrance into the School of Social Work. In order to maintain matriculation in Hunter's program and to meet their obligations to the people for whom they have a professional responsibility, students will need to meet the standards for social work education and practice described here and in the [NASW Code of Ethics](#). The following section describes the academic, physical, cognitive, emotional, and ethical standards which students at the Silberman School of Social Work are expected to meet, at a level appropriate to their stage/phase in the program. Attention to these standards will be part of the evaluations made by classroom faculty, field instructors, advisors, and other School representatives who come in contact with students. An inability to effectively meet these standards will have consequences for successful continuation in—and completion of—the program.

Academic Integrity

Upon entrance into the program, the student is expected to demonstrate academic integrity in the preparation of written assignments, research, and scholarly papers and must understand and adhere to the *CUNY Policy on Academic Integrity* which prohibits academic dishonesty (cheating, plagiarism, internet plagiarism, etc.):

1. Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise.

Examples of cheating include the following:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, asking, or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.

- Unauthorized use during an examination of any electronic devices such as cell phones, computers, or other technologies to retrieve or send information.

1.2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include the following:

- Copying another person's actual words or images without the use of quotation marks and footnotes or citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3. **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include the following:

- Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. **Falsification of Records and Official Documents**

Examples of falsification include the following:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.

Acceptance of Diversity

As students progress through the program, they are expected to demonstrate an appreciation of the value of human diversity. In the field practicum, they must serve and be willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

Cognitive Skills

Students are expected to build upon their personal experience and, as they move through the program, exhibit sufficient knowledge of social work and its foundation in social, behavioral, and biological research. When applying such knowledge in the classroom and in the field, students are expected to exhibit clarity of thinking in processing information. Professional activities such as assessment, interventions, and evaluation of practice must

reflect grounding in a social work knowledge base. As students progress through the program, they are expected to demonstrate the ability to conceptualize, integrate, and apply this knowledge base to professional practice.

Communication Skills

Upon entrance into the program (and increasingly as students progress through the program), they are expected to communicate effectively and sensitively orally, in writing, and through the use of technology. With growing understanding that cultural context is influential in interactions with fellow students, faculty, staff, clients, community members, and other professionals, students are expected to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. Students must demonstrate sufficient skills in spoken and written English to understand the content presented in the program as well as to participate in the classroom and the field placement. It is the student's responsibility to utilize educational resources provided by the School and/or the College to enhance, support, or improve academic and field performance when problems in communication have been identified by faculty, field instructors, or advisors.

Empathy

Upon entrance into the program (and increasingly as students progress through the program), they are expected to work diligently to understand and appreciate the ways of life and the value systems of others. Students must be able to communicate empathy and support to clients/community members based on an understanding and respect for the world views and cultural values of others.

Interpersonal Skills

Upon entrance into the program (and increasingly as students progress through the program), they are expected to demonstrate the interpersonal skills needed to relate effectively to fellow students, faculty, other professionals, and clients/community members. These skills include compassion, altruism, integrity, and respect for and consideration of others.

Objectivity

Upon entrance into the program, the student is expected to learn the values, skills, and knowledge required for professional practice. As students progress in the program, they are expected to demonstrate a shift from lay to professional values, skills, and knowledge in order to be sufficiently objective when evaluating the life situations of clients/community members and others.

Professional Behavior

Upon entrance into the program, the student is expected to commit to learning what is required for professional behavior. Professional behavior includes keeping commitments to and respecting clients/community members, research participants, other professionals, faculty, colleagues, and fellow students and being able to work effectively with others regardless of level of authority. Other aspects of professional behavior include being punctual and dependable, prioritizing responsibilities, attending class regularly, and completing assignments on time in school and in the field practicum. Understanding and maintaining confidentiality with regard to clients/community members is of utmost

importance; as students progress in the program, they are expected to demonstrate professional behavior in all aspects of social work practice.

Professional Commitment

Upon entrance into the program, the student is expected to be committed to learning about the values and ethics of the social work profession. As students progress in the program, they are expected to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. The students must be committed to the essential values and ethics of social work, which include respect for the dignity and worth of every individual and his or her right to a just share in society's resources (see [NASW Code of Ethics](#)).

Self-Awareness

Upon entrance into the program, students are expected to make a commitment to learning about self-awareness and to use self-reflection consistently. As the students progress in the program, they are expected to be willing to examine how their values, attitudes, beliefs, emotions, and past experiences may affect their thinking, behavior, and relationships. Students are expected to be willing to recognize, examine, and change their behavior when it interferes with their work with clients/community members, instructors, fellow students, and other professionals.

Self-Care

Upon entrance into the program, students are expected to commit to learning about self-care. As the students progress in the program, they are expected to recognize current life stressors and to use appropriate self-care tools in mitigating the effect of these stressors on academic and field performance. Self-care includes the development of cooperative and facilitative relationships with faculty, field instructors, administrators, colleagues, and peers. Students are expected to seek and utilize help for medical or emotional problems if they interfere with scholastic and professional performance.

Academic Standards and Integrity

Students are expected to maintain high levels of achievement in both (1) academic performance in courses and the field practicum and (2) professional behavior in relationships with faculty, staff, peers, clients, and field practicum personnel. Evaluations of students' academic performance in courses and in the field are based on criteria stated in course syllabi and in the *Field Education Manual*. Academic dishonesty is regarded as serious ethical misconduct that may affect the student's continuation in the program. For example, students may not present the work of anyone else as their own achievement; students may not submit a written assignment prepared for one course as original work for another course; and the works of others must be clearly cited if included in an assignment (see above for the *CUNY Policy on Academic Integrity*).

National Association of Social Workers (NASW) Code of Ethics

Social work students are expected to conduct themselves according to the National Association of Social Workers (NASW) [Code of Ethics](#). Violation of this code may be reason for disciplinary action and possible dismissal from the School. Examples of violations include the following

1. Conduct that is potentially dangerous to current or future clients.

2. Unprofessional behaviors as covered by the NASW Code of Ethics. Violations include but are not limited to the following:
- Sexual harassment
 - Sexual interaction with clients
 - Physical threats and actions directed at clients, students, faculty, or staff
 - Acceptance of gifts or money from clients that are not standard payment for services received
 - Plagiarism and other forms of academic dishonesty

Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to maintain the [NASW Standards and Indicators for Cultural Competence](#).

Reading, Writing, and Information Literacy Requirements for Master's-Level Students

In order to succeed at the master's level, students are expected to be able to satisfy a number of requirements, including but not limited to the ones enumerated below.

Reading Requirements

In order to gain the practice knowledge and theoretical perspective necessary for licensed master social workers, students at Silberman will undertake a significant amount of academic reading, including but not limited to textbooks, journal articles, and scholarly websites. This reading is of a particularly difficult degree, dealing as it does with high-level concepts in the fields of sociology, psychology, social work, social justice, and many others. In addition, the volume of reading expected on a weekly basis (approximately 5-6 chapters, postings, or articles per class/per week) can also be challenging, especially when students' other responsibilities (including their field work) are factored in. Students who are unable to comprehend this information or to keep up with the reading workload will find it difficult (if not impossible) to successfully complete their course of study.

Writing Requirements

In the same way that students are expected to complete a good deal of reading, so too are they expected to write frequently—in cogent and error-free prose at a level commensurate with master's-level expectations. In most classes, students are expected to produce essays ranging from 5-12 pages each. Third- and fourth-semester students will produce essays ranging from 10-20 pages each (including the capstone project in Professional Seminar). In addition to papers, students may expect regular posting assignments to Black Board, weekly case notes, process recordings, and/or journal entries.

As noted above, these essays must be free from most if not all errors in grammar, rhetoric, and logic and must correspond to the specific assignments (many of which are based on the readings for the class).

Information Literacy Requirements

In order to support the arguments made in their written assignments, students must be able to find credible sources and document them using correct APA format (including in-text citations, reference page entries, and correctly attributed quotations). Students must also be able to paraphrase effectively to avoid plagiarism and the overuse of quotations and to

demonstrate complete understanding and mastery of the assigned material.

Resources which students may use include the following. For more resources and details, please see Chapter 15 of this handbook, **Supports for Learning**.

Office of AccessABILITY, Hunter College, Room 1214B, East Building, 695 Park Avenue, New York, NY 10021 <http://www.hunter.cuny.edu/student-services/access>

Silberman Writing Program, Silberman School of Social Work, 2180 Third Avenue at 119th Street, New York, NY 10035 http://ssw.hunter.cuny.edu/ssw/?page_id=1207

Counseling Services and Wellness Center, Hunter College, Room 1123 East Building, 695 Park Avenue, NY, NY 10021 <http://www.hunter.cuny.edu/student-services/counseling-and-wellness>

9

THE GRADING SYSTEM

The MSW degree is awarded to students who are deemed to be in good standing. Good standing is defined as the following: grades of at least “Credit” in all courses and field placements and conduct that manifests academic, ethical, and professional integrity.

Grading of students’ academic performance in course work (including in-class and online participation) and in field placement is based on criteria stated in course syllabi and in the *Field Education Manual*, respectively, and ultimately relies on the professor’s assessment that the student’s work demonstrates mastery.

The School of Social Work uses the following grading categories: Honors, Credit, No Credit, and Incomplete. Grades are assigned on the basis of evidence of meeting competency expectations as outlined in course syllabi.

Honors

The designation of Honors is assigned only for consistent, outstanding achievement and the capacity for advanced mastery of the competencies outlined in the course syllabus. This designation is considered to be above a grade of A. Evidence for this level of work will come from written assignments, in-class and online participation, examinations, practice (where applicable), and individual conferences, and a grade of Honors is awarded at the discretion of the professor.

Credit

Credit is assigned on the basis of written assignments, in-class and online participation, examinations, practice (where applicable), and demonstrated mastery of the competencies outlined in the course syllabus. Grades of “Credit” are given for work within the A to B range (see equivalency chart at the end of this chapter).

No Credit

A grade of No Credit is assigned based on evidence of written assignments, in-class and online participation, and examinations that demonstrate insufficiency or deficiency in mastering the competencies outlined in the course syllabus. Grades of “No Credit” are given for work that is determined to be below a grade of B.

If students receive a grade of No Credit in a course, they must repeat that course before enrolling in the next course in that sequence. For example, a No Credit grade for SSW 721-50, Clinical Practice I, precludes registering for SSW 722-50, Clinical Practice II. If the No Credit grade is received for an elective course, students have the option of taking a different elective or repeating the course. Please note that having to repeat courses may result in an extension of the student’s pathway to degree, impacting the student’s tuition cost and associated financial aid award.

Students will be permitted to repeat a required course (and/or a Field of Practice requirement) only once. In the event that a student has been unable to pass a required course after repeating it, that student will not be permitted to take it again. Two failures in the same required course will be grounds for dismissal from the program.

Letter Grades

Students may request to receive a letter grade for any course, in lieu of the standard Credit/No Credit grade. To receive a letter grade, students must make this request directly to the course professor before the end of the second week of classes. (The time frame for submitting a letter grade request may differ slightly, depending on the exact start date of the class.) For the field practicum, students must make this request to the field advisor. Professors and advisors provide the Department of Student Services with a list of all students receiving letter grades in their sections, by the end of the third week of classes. The Department of Student Services will send students an email confirmation. Please note: Once a student has requested to receive a letter grade, they cannot rescind the request.

Incomplete

Students are expected to complete all coursework within the semester in which they are enrolled. In extraordinary circumstances and at the discretion of the instructor, Incompletes can be given as an interim grade in circumstances such as the following:

- The student's work thus far is satisfactory; however, all required work for the semester has not been completed. Note: a grade of Incomplete can be assigned only when **at least 50%** of all required work is completed at the time of the request. The student must also have maintained adequate attendance requirements for the course.
- The student has requested and received permission from the instructor to submit material later than the end of the semester. Since students are expected to complete all work by the end of the semester, the instructor is under no obligation to grant this request.

If the Incomplete is assigned for a course that is offered sequentially, the student will not be allowed to proceed to the next course in the sequence until a grade is assigned. For example, if a grade of Incomplete is received in SSW 717, the student cannot continue in SSW 718 until the Incomplete is resolved. This is also true for SSW 701 and 702, SSW 711 and SSW 712, SSW 712 and SSW 713, SSW 721 and SSW 722, SSW 731 and SSW 732, SSW 741 and SSW 742, and SSW 781 and 782. Likewise, moving to the third semester of a method sequence is not permissible unless work from the prior semester has been completed.

In granting a request for an Incomplete, the instructor will establish a date for the extension in which the work is to be completed (and submitted). The extension may be a week, a month, or other time period. The maximum period of extension, regardless of circumstances and no matter the course, is one year after the course has ended. If the student does not complete/submit the work by the agreed-upon deadline, a grade of "No Credit" will be assigned.

Students are not permitted to carry more than two incompletes within one semester. In the event that a student has more than two incompletes within one semester, the student may be referred to the Educational Review Committee for educational planning. When a student has incompletes in more than one semester, the advisor may request a review of the student's performance from the Educational Review Committee.

Attendance Requirements

An integral part of professional comportment is punctuality and dependability. Given this, students should make every effort to attend every course session for all courses in which they are enrolled. We realize that absences are at times unavoidable. Students should review course syllabi to confirm the attendance requirements and policies for each of their

courses prior to the start of the semester. Generally, students are allowed three (3) excused absences in 15-week courses and one (1) excused absence in other course timeframes (this *includes* absences due to illness or medical issue). Students who enroll in specially designed weekend/summer courses may have other attendance requirements, and should confirm attendance policies with the instructor prior to the start of the class. Students may contact professors to discuss unavoidable absences extending beyond these parameters. Note: If a student plans to miss the first course meeting of a semester, they should contact the professor well in advance, to avoid being dropped from the course roster.

Grading Systems

UNDERGRADUATE					GRADUATE				
LETTER GRADE	GPA Value	GRADE SCALE %	CR/NC	GRADE SCALE %	LETTER GRADE	GPA VALUE	GRADE SCALE %	SCHOOL OF SOCIAL WORK	
A+	4.0	97.5 -100%	CR	70.0 -100	A+	4.0	97.5 -100%	H =	Honors
A	4.0	92.5 -97.4			A	4.0	92.5 -97.4	CR =	Credit
A-	3.7	90.0 -92.4			A-	3.7	90.0 -92.4	NC =	No Credit
B+	3.3	87.5 -89.9			B+	3.3	87.5 -89.9		
B	3.0	82.5 -87.4			B	3.0	82.5 -87.4		
B-	2.7	80.0 -82.4			B-	2.7	80.0 -82.4		
C+	2.3	77.5 -79.9			C+	2.3	77.5 -79.9		
C	2.0	70.0 -77.4	NC	0.0 -69.0	C	2.0	70.0 -77.4		
D	1.0	60.0 -69.9							
F	0	0.0 -59.9			F	0	0.0 -69.9		

10 APPEALS and REVIEWS

Grade Appeals Process

When students consider a final course grade unsatisfactory, they should first confer with the instructor regarding the accuracy of the grade received. This consultation with the instructor should occur within three weeks of the official grade posting deadline. At this time, errors may be corrected. If the grade was not an error, the student and instructor should review all class material pertinent to the grade. If the discussion does not resolve the issue and the student believes their grade to be unjustified, or if the instructor does not confer with the student within three weeks of the grade posting deadline, the student may reach out to the course sequence Chair for further discussion and review. If, at that juncture, the student still believes their grade is unjustified, they may choose to pursue a formal grade appeal. This process is initiated by the student in the form of a written request (by email) to the Director of Student Services to begin a formal grade appeal. This request must be submitted within 2 weeks of the student's consultation with the instructor. In cases where the instructor and the student are not able to confer within the designated time frame, the student may submit a request for appeal reflecting their inability to meet.

In the submitted (emailed) request for appeal, it is the student's responsibility to establish a justification for a change of grade. The instructor has the right to know the grounds for appeal that the student has prepared. The Associate Dean for Academic and Faculty Affairs will review the student's request for appeal at this juncture; based on the student's submission of supporting documents (such as course assignments, the syllabus, and any written feedback from the instructor), the Associate Dean will determine whether the requested appeal has sufficient grounds to proceed to committee review. If the Associate Dean finds there are insufficient ground to proceed to a committee review, this decision is final and no further appeal will be considered. If the Associate Dean moves the grade appeal request forward, a Grade Appeals Committee will be convened. The instructor will be asked to submit to that committee their grading criteria and a response to the student's written statement. The instructor may also request to appear before the committee in person. In cases where the Associate Dean moves the grade appeal request forward, the process of formal review and decision proceeds as follows:

- An Ad-Hoc Grade Appeals Committee is convened by the Associate Dean. The committee consists of the Associate Dean and two members of the faculty (one from the curriculum area in question) selected in consultation with the student from a list of all full-time faculty members. The Associate Dean will serve as Chair of the committee.
- The student may also request a student member for the committee, and this member will be selected from a list of students available for service on the committee. Faculty and students who have been requested have the right to decline to sit on the committee.
- After considering all the evidence within the grading standards previously established for the class, the committee will meet in closed session and will reach a decision by majority vote. All proceedings are confidential. In reviewing submitted documents and statements, the committee may also consider the following criteria:

1. In the committee's judgment, the instructor showed bias or favoritism in handing out the grade;
 2. In the committee's judgment, the instructor made an error in calculating the grade.
- The Chair of the committee shall inform all parties concerned (i.e. student, instructor, department chair, registrar) of its decision in writing.
 - The options for the Grade Appeals Committee are to sustain the grade of "No Credit" or to change the grade to "Credit." Grade appeals for Honors will not be considered. The committee cannot change the grade to Incomplete.
 - If the student or the faculty member is not satisfied with the decision of the committee, he or she can appeal to the next level, the Hunter College Senate Grade Appeals Committee, within two weeks of having been notified of the decision of the Ad-Hoc Grade Appeals Committee. The decision of the Hunter College Senate committee is final.

Academic, Ethical, and Professional Conduct

Academic dishonesty and unethical and unprofessional conduct in the academic environment and in the field setting are regarded as serious ethical lapses that may affect the student's continuation in the program. Students may not present the work of anyone else as their own achievement. Students may not submit a written assignment prepared for one course as original work for another course. Work prepared for one course must be clearly cited if included in an assignment for another course (See Chapter 8, *Hunter College Statement on Academic Integrity*).

Students are expected to comply with the College's policies and regulations outlined in the [Campus Code of Conduct](#); [CUNY Policy on Equal Opportunity and Non-Discrimination](#); [CUNY Policy on Sexual Misconduct](#); and this Student Handbook.

In accordance with the emphasis on ethical conduct in the social work profession, students are expected to incorporate the highest ethical standards in every element of their work and to conduct themselves in ways that manifest the maturity and emotional stability necessary to function as professionals.

Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the program include the following:

- Violations of the College policy on Academic Integrity (e.g., plagiarism).
- Behavior determined to be a violation of College or School policies or regulations.
- Behavior determined to be a violation of the profession's ethics (e.g., the NASW Code of Ethics).
- Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity, or emotional stability.
- Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.

Academic and Field Competencies²

All students must master required competencies as delineated in course syllabi and in the Field Practicum Evaluation forms (available in the **SSSW Field Education Manual** and at http://sssw.hunter.cuny.edu/ssw/?page_id=2670). Additionally, students are required to meet the following standards of behavior for professional social work conduct outlined below which apply to conduct in the university environment, in the classroom, and in field practicums.

Standards	Skill Areas	Required Student Behavior
Professional Ethics:		
Conduct conforms to values and ethics of the social work profession as codified in the NASW Code of Ethics	<p>Adheres to legal and ethical standards in all practice and academic roles and settings.</p> <p>Demonstrates integrity in all dealings with clients, agency and collateral staff, faculty, and student colleagues.</p> <p>Understands and follows all laws pertaining to client confidentiality.</p> <p>Demonstrates willingness to work with and advocate on behalf of vulnerable populations.</p> <p>Demonstrates awareness of and respect for diversity</p>	<p>Does not engage in social relationships with clients; maintains appropriate boundaries with clients.</p> <p>Makes appropriate use of supervision and refers client when needed services are beyond his/her competence.</p> <p>Keeps commitments to clients, colleagues, and faculty.</p> <p>Disguises clients' identity in class discussions and academic papers.</p> <p>Accepts responsibility for working with vulnerable populations and participates in advocacy activities on behalf of clients.</p> <p>Willingly accepts and works with a diverse client caseload.</p>
Professional Comportment and Conduct:		
Demonstrates responsible, accountable professional behavior, protecting peers, colleagues, clients and others from the adverse consequences of personal performance problems and misconduct.	<p>Explores and identifies strengths and weaknesses related to professional practice.</p> <p>Solicits and makes use of feedback regarding performance.</p> <p>Works to correct performance problems through the development of goals and</p>	<p>Makes productive use of supervision sessions and/or other forms of professional and academic advising and mentorship.</p> <p>Actively participates in field supervision.</p> <p>Seeks professional mental help and self-improvement services</p>

² Adapted from the *Masters Student Handbook*, University of Pennsylvania.

	strategies for professional growth.	and consultation when necessary.
Professional Relationships:		
All professional interactions reflect respect, integrity, collaboration and accountability, as well as awareness of appropriate professional role, authority and boundaries.	<p>Develops and maintains solid professional working alliances with clients, colleagues, superiors, peers, students, agency personnel, faculty, school staff, advisors, and field educators.</p> <p>Actively and constructively participates in academic and agency affairs.</p> <p>Engages, sustains, and appropriately ends professional relationships with clients and colleagues.</p>	<p>Provides feedback and constructive criticism to field instructor and other agency personnel that is respectful and in accordance with agency protocol.</p> <p>Informs field instructor, field liaison, and academic adviser of problems that arise in field and works in a professional way to address these issues.</p> <p>Follows through on verbal and written agreements.</p> <p>Ends services responsibly with clients and field agency, including proper notification of all relevant parties (clients, field instructor, field liaison, and/or practice faculty).</p>
Communication:		
Verbal, non-verbal, and written communications with client, faculty, colleagues, and others encountered in student role conform to established legal and professional standards.	<p>Receives and responds appropriately to verbal, non-verbal, and written forms of communication with a wide range of client systems and persons regardless of differences related to class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities.</p> <p>Demonstrates timely response to—and documentation of—communication with school and agency contacts.</p>	<p>Verbal, non-verbal, and written communications to clients, colleagues, faculty, school staff, field staff, students, and others are delivered in a respectful, sensitive manner.</p> <p>Follows agency rules and protocols for record keeping.</p> <p>Responds in a timely manner to all correspondence from clients, agency staff, faculty, and others encountered in student role.</p>

Students Experiencing Difficulty Mastering Practice and/or Professional Competencies

When difficulties emerge in the classroom or school environment (as distinct from the field environment), an **academic plan** is developed between the student and the professor, with clear, written expectations regarding assignments and a timeline for submission. This plan will be supported by academic advisors. Depending on the seriousness of the situation, professors and students may also consider seeking consultation from Student Services and the Chair of the course sequence. If the academic plan is not successfully completed, or if additional circumstances arise, the student may be referred to the Educational Review Committee (ERC) for further evaluation (see pg. 62 below).

When a student is evaluated to have not met Practice Competencies assessed as part of Field Education (distinct from classroom/in-school education), or when difficulties emerge in the field internship, a **Performance Improvement Plan (PIP)** may be instituted, when allowed by agency policy³. The PIP is completed by the field advisor with input from the field instructor and the student. The PIP is a written document that describes how the student's professional behavior does not meet one or more Core Professional Performance Competencies, and identifies the corrective action to be taken and the time frame for completion. The problematic behaviors must be behaviorally described, using examples. It is the responsibility of the Director of Field Education to ensure that all related documents are made a part of the student's file.

Performance Improvement Plan (PIP) Guidelines:

- It is the responsibility of the academic advisor and/or field advisor to closely monitor the student's performance, and to evaluate the student's compliance with the PIP at the end of the specified time frame.
- If the student improves satisfactorily by the end of the specified period, the student's records are updated to note successful completion and a recommendation is made for the student to move forward.
- Based on the student's progress in meeting competencies identified in the PIP, the Director of Field Education may arrange a special Field Consultation Meeting with the student, the field advisor, and two Assistant Directors of Field Education before rendering a recommendation about the need for further improvement and assistance.
- If further action is warranted, the matter is referred to the MSW Director. In cases where the student's improvement has not been sufficient, the Director of Field Education may ask that the Educational Review Committee (ERC) review the student's performance.

More details on the PIP procedure and Field Consultation Meeting, along with information about other requirements for successful completion of the field practicum, are available in the **SSSW Field Education Manual** section *Handling Field Performance Issues*.

³ If the agency declines to participate in the PIP process, the Field Education Department will work in conjunction with the student's field advisor and field instructor to implement a plan to determine the student's best path forward in the field practicum. This plan will follow the structure of the PIP as closely as possible.

Exceptions to the Performance Improvement Plan (PIP)

A student may be dismissed from the program without having first been engaged in the PIP procedure, in the event of the following:

- The student's behavior poses an imminent danger to clients, other students, faculty/staff, and/or self and others (e.g., threats and/or use of violence, and/or abusive language toward clients, colleagues, students, and/or faculty and staff).
- The student's behavior represents an egregious breach of core performance standards and ethics (e.g., plagiarism, drugs and/or alcohol on the premises, theft, and dishonest, unethical, and/or disruptive behavior).

Educational Review Committee (ERC)

The purpose of the Educational Review Committee (ERC) is to develop educational plans for students experiencing serious academic, non-academic, and/or field practicum problems. The composition of the ERC includes the faculty chairperson, two faculty members, the Director of Field Education, and one student member. Requests to initiate the ERC review procedure can be made by the Director or an Assistant Director of Field Education, the field advisor, the professor or associated chairperson, or the Director of the MSW Program. Requests are brought to the Chair of the ERC.

ERC Procedure

When a student fails to meet the requirements of the Performance Improvement Plan (PIP) or any other plan of support implemented, or has not maintained acceptable standards in course or field work, the following review procedure is implemented to determine the student's best path forward in the program. It is the responsibility of the Chair of the ERC to ensure that the student has had access to due process throughout the review procedure:

- Within 15 business days of the initial referral being made to the ERC, the Chair of the ERC calls a meeting with the student, academic advisor, field advisor, and Educational Review Committee (ERC) members, based on their availability. While the ERC consists of five members in total, it is only necessary for three of these five members to be present. The ERC meets to review the academic and field performance of students who are experiencing difficulty in their course work and/or in the field practicum. Based on the outcome of the meeting, the Chair of the ERC forwards a recommendation regarding the plan for the student to the Director of Student Services, the Director of Field Education, and the Associate Dean for Academic and Faculty Affairs.
- It is the responsibility of the Chair of the ERC to inform the student of the ERC decision in writing, generally within 10 business days of the Educational Review Committee meeting, and to ensure that all related documents are made a part of the student's file (via Student Services).

Possible Recommendations:

1. Continuing in courses and field practicum with no changes
2. Continuing with conditions:
 - A. Where there are problems in the field, conditions may include the following:

- 1) change in assignment, field instructor, faculty advisor, and/or field placement;
- 2) a testing out period to be followed up with a progress report, by a specified date, to the ERC;
- 3) an extension of time beyond the planned ending date of the field practicum;
- 4) repeating the year of field practicum when a student has a field practicum grade of Incomplete or a grade of No-Credit or when it appears that the student is not able to achieve a grade of Credit.

B. Where there are academic problems, conditions may include the following:

- 1) setting dates for the completion of incomplete work
- 2) recommending extending coursework
- 3) directing the student to repeat the course(s) in issue

3. Intermit from the School for a specified period of time with specific guidelines for readmission. Those guidelines may include a timeline by which the student may request readmission, or directions to reapply for admission to the program.

4. Termination from the School

- A. The ERC, under certain circumstances (such as a violation of the NASW Code of Ethics, a violation of the Academic and Field Competencies as outlined previously, and menacing or threatening behavior towards an instructor, student, staff member, academic and/or field advisor), can recommend that a student be dismissed from the school.
- B. A student convicted of a felony during the time of enrollment at the school may be permanently dismissed.

All ERC decisions are considered final, subject to appeal. The ERC does not change grades.

Appeal Procedure

A student may appeal the Educational Review Committee's decision by sending a letter stating the specific grounds for their appeal to the Associate Dean for Academic and Faculty Affairs within 2 weeks from the date of the decision letter from the Director of Student Services. There are two grounds for appeal:

1. The Educational Review Committee did not adhere to the procedures described in this policy.
2. New evidence has emerged that was not available at the time of the Educational Review Committee's meeting.

The Associate Dean for Academic and Faculty Affairs determines whether the appeal is upheld and will notify the student in writing of their decision. Copies of the decision will be sent to the Dean, the Director of the MSW Program, the Director of Field Education, and the Director of Student Services, and will be placed in the student's permanent record. The appeal determination is final.

11

ACADEMIC STANDING

Change of Status

Change-of-Status categories in the MSW program include (a) change from full to reduced program status, (b) leave of absence, and (c) withdrawal. Students who wish to change status should consult an academic advisor and then request a meeting with the Director of Student Services. The Director makes a decision based on written documentation, consultation with the student's advisor, the student's academic standing and performance, and an interview. Approval of change of status may contain conditions to be met by students.

Change from Full to Reduced Program Status

As Silberman does not have a part-time program, all students are expected to follow prescribed pathway grids (see pgs. 4-11 of the *Appendix* attached). Requests for a reduced schedule, known as reduced load or reduced program status, must be made to the Director of Student Services, who will review the student's performance to-date. Should the student's record not be satisfactory, the student will need to meet stipulated requirements in order to amend their status. Upon approval of reduced load status, a revised grid will be developed for the student to follow as they proceed in the program. When the student wishes to return to a full course load, the student should request a meeting with the Director of Student Services to review and confirm their forward trajectory. *Status changes may not be made at the student's discretion through the registration process.* Formal approval (as described above) must be requested. Problems should be discussed with an academic advisor prior to formal requests for reduced program status.

Leave of Absence

The School grants formal leaves of absence. These leaves may not exceed two years and *are* counted as part of the five-year limit within which students must complete work for the MSW degree. There are certain circumstances in which a student may request a leave of absence. There are also circumstances under which a student may be advised to take a leave of absence. Circumstances include, but are not limited to, changing family circumstances; health and mental health concerns; financial issues; changes in employment status; and challenges with coursework and/of field work. The School will make every reasonable effort to accommodate students without impeding the quality of their passage to degree.

Students considering a leave of absence should contact an academic advisor for consultation. If a leave of absence is advisable, the student will then be referred to the Director of Student Services for more detailed planning. At this juncture, the Director of Field Education may be consulted as needed. Once a mutual decision has been made to pursue a leave of absence, the following steps will take place:

1. A Change-of-Status form must be submitted to the Director of Student Services.
2. The Director of Student Services grants the leave based on the specific circumstances, and may indicate conditions the student must meet before returning to the School.
3. The student does not lose matriculated status during the leave and need not pay maintenance of matriculation fee.
4. Students with a grade of Incomplete, when granted a leave of absence, must follow School policy on completion of work for the course (see section on grades of Incomplete). If an Incomplete is not resolved prior to readmittance, the School will

consider the Incomplete as a No Credit; and two or more No Credits for a student on leave may mean that they will not be readmitted to the program.

Readmission

A student who has not been in attendance for one or more semesters must apply for readmission to the School through the Director of Student Services. If readmission is sought for a spring semester, the application must be made no later than **November 1**. If readmission is sought for the fall semester, the application must be made no later than **May 1**. Applications for readmission may be obtained from Room 301.

The readmission process follows the steps below:

1. The student will complete the readmission paperwork and submit it to the Office of Student Services, with a request for an interview with the Director of Student Services and the Director of Field Education.
2. Upon a review of the student's transcript and the completion of an interview, the student may be approved for reentry into the MSW program. The formal approval will include a plan stipulating an academic grid and any additional requirements. The student's readmission paperwork will be submitted for their reactivation in the Hunter College system. (A nominal fee for this will be added automatically to the student's bursar bill.)
3. In some instances, students may be asked to reapply formally through the regular admissions process. Please note: The reapplication process does **not** guarantee acceptance to the program.
4. Students who are not recommended for readmission will be asked to withdraw from the program.

Withdrawal

Official requests for withdrawal may be considered under the following circumstances:

- Poor academic standing
- Lack of professional comportment
- Recommendation by the Office of Student Services or the ERC
- Change in academic goals
- Change in life circumstances

Students who wish to withdraw from the School are asked to submit a withdrawal form to the Office of Student Services, after consultation with the Director of Student Services. The form may be obtained in Room 301.

12 STUDENT GOVERNMENT AND COMMITTEES

Students are able to contribute to the ongoing life of the School through active participation in the learning opportunities of class and field; student organizations; Common Time; and a variety of student and faculty committees (see below). Students are encouraged to participate actively with the faculty and administration in policy formulation and curriculum development.

Common Time

Common Time is a full-day program organized by the student body, usually by student alliances and the Student-Faculty Senate. Common Times are highlights of the academic year and offer students and faculty an opportunity to learn about new developments in social work and to share views on contemporary practice topics in an informal venue. Students have permission to be absent from the field practicum on scheduled Common Times. Two-year program students are expected to attend all Common Times. OYR TF II students are expected to attend Common Times that fall on the day on which their classes are ordinarily held. Evening programs are specially designed and required for OYR evening students.

Student-Faculty Senate

Governance of the School requires participation in the Student-Faculty Senate. The Student-Faculty Senate is chaired by the Dean and is composed of voting representatives from the faculty and the student body. It is the forum where student representatives can speak on behalf of their constituents to raise issues or collaborate with the faculty of SSW over policies that directly or indirectly affect them. The Student-Faculty Senate meets on each Common Time.

Committees with Student and Faculty Membership

Students are encouraged to participate on key committees, including the following. It is understood that students participating on committees do so as representatives of their peers and their cohort – bringing to the committee relevant concerns from the student community broadly, and relaying committee activities back to their student cohort. Any student who is interested in participating on committees, or has further questions, should contact the Department of Student Services.

Curriculum (Ongoing) Reviews all matters pertaining to the curriculum of the master's degree program

Student Services (Ongoing) Provides informal consultation around concerns relating to student life

Educational Review (ad hoc) Reviews questions of student performance in courses and field

Educational Review Appeals (ad hoc) Considers appeals of Educational Review Committee decisions

Grade Appeal (ad hoc) Considers appeals of grades

Please Note: (4) students may serve on the Curriculum Committee. Other committees allow for (1) student representative and (1) alternate each. Student representatives have historically been appointed via the Student-Faculty Senate. If the Student-Faculty Senate is not active at a given point in time, students interested in serving on committees will be appointed in consultation with the Department of Student Services and the Student Services Committee.

Please Note: Because the School considers student participation on official committees to be a part of the educational program, field practicum agencies are asked to release students who hold committee positions in order for them to attend meetings, generally held once a month. Students are expected to discuss a plan for appropriate coverage of their responsibilities with the field instructor well in advance of the planned absence.

Board of Student Representatives and Student Alliances

The Board of Student Representatives (BSR) is one possible branch of the School's student government. The BSR has historically developed programs to welcome new students and connect them with continuing students for mentorship. They have also served as a liaison between the various alliances.

Student alliances take major responsibility for sponsorship of Common Time programs each year, bringing themes from each alliance's specific experiences to the School community. Some of the alliances that have been formed in the past are Alliance for an Aging Society (SAAS); Anti-Racist Collective at Hunter College (ARCH); Arts Alliance; Asian Students Alliance; Black Students Alliance; Cyclists Alliance; Gender and Sexuality Alliance (GASA); Global Social Work Alliance (GSWA); Hispanic Students Alliance; Jewish Students Alliance; Mind-Body Alliance; Multi-Faith Spirituality Club; One-Year Residence Alliance; Macro Social Work Student Network (MSWSN); Queer Alliance; Parents Alliance; Silberman School of Social Work Improv Society at Hunter (SSSWISH); Students of Color Collective (SOCC); Women of Color Collective (WOCC); and a student chapter of the National Association of Black Social Workers (NABSW).

Student Organization Room

Room 317 in the Silberman School of Social Work is for the use of all student organizations. Organizations may reserve specific times for use via the Office of Student Services.

13 COMMUNICATIONS

Students should check their Hunter e-mail and the School website daily for important announcements. All matriculated students are given a Hunter e-mail address and a password. **All official communication from the College will go to this address.** Information on student mail services can be found online at <http://snet.hunter.cuny.edu/smail/index.shtml>. Please also provide the Office of Student Services with your personal email address.

Late-breaking information will be posted on the flat screen announcement monitors in the lobby and the 4th floor and on bulletin boards throughout the school. Some important announcements, such as weather-related bulletins, will be posted on the Hunter College homepage.

Emergency Contact

Students should check that the Department of Student Services on the 3rd floor has their current address, telephone number, and personal e-mail address for urgent notices and emergency contacts. It is essential that students inform the School of any changes in names, addresses, e-mails, or home and field placement telephone numbers.

Bulletin Boards

Notices posted by the faculty and administration may be found in several locations. Students are responsible for reading posted information. The bulletin boards in the lobby and on the 2nd and 3rd floors may be used for posting of official notices, including the following:

- Field placement information
- Assignment of advisors and rooms for advisement
- Scholarship information
- Professional organization information
- Community programs of interest
- Student organization notices
- Course schedules
- Employment opportunities

Bulletin boards in classrooms are available for faculty and students and often include announcements of upcoming School and community events.

Student Bulletin Boards

Student bulletin boards are found outside Academic Advisement on the 3rd floor and outside classrooms on the 2nd and 3rd floor. Materials posted in areas other than those described above will be removed unless approved by the Office of the Dean or the Hunter College Office of Student Services.

Telephones

Cell phones may be used in the lobby and corridors. However, they are to be turned off when in the classroom, library, computer labs, and lecture rooms.

Communication with Faculty

Faculty offices are on the 4th, 6th, and 7th floors of the building. Faculty contact information including phone numbers, room numbers, and e-mail addresses on the School website. Students who wish to leave papers or paper mail for faculty members should take them to the faculty mailboxes located on the 4th floor. For adjunct faculty members, materials may be left in the file cabinet located directly under faculty mailboxes in the 4th floor Faculty Suite.

Communication with Advisors

All students have access to academic advisors for review of course selection, academic performance, and eligibility for graduation. During the semester, Academic Advisors are generally available Monday through Friday from 9:30 a.m. to 7:00 p.m. on the 3rd floor, as part of the services of the Department of Student Services. Academic advisement is also available on-line by e-mailing sswacademicadvisor@hunter.cuny.edu. For more information, please see Chapter 6 of this handbook.

Field advisement provides an opportunity for discussion of pertinent academic and field issues. Advisors communicate with students in group advisement meetings, individual appointments, and through phone and e-mail. Attendance at these advisement meetings is mandatory. The location of advisement meetings is posted in the lobby and is available on the 3rd floor from the assistant for the Field Education Office. For more information, please see Chapter 5 of this handbook.

Official Facebook Page

<https://www.facebook.com/SilbermanSSW>)

We welcome contributions to our Facebook page. Please note that comments are monitored, and if we become aware of messages that contain advertising or commercial solicitations, are off-topic, or violate any law or any City University of New York (CUNY), Hunter College, or Facebook policy, we reserve the right to remove them. Users of this Facebook page take personal responsibility for their comments, user name, and any information or other content they post. Comments made on this site do not necessarily reflect the opinion of Silberman School of Social Work, Hunter College, or CUNY as a whole. Silberman School of Social Work, Hunter College, and CUNY are not responsible for the content of any non-CUNY website(s) linked to or from this page. In addition, Silberman School of Social Work upholds the Terms of Service standards administered by Facebook. Facebook encourages all users to utilize the “Report” links when they find abusive content (<https://www.facebook.com/legal/terms>).

Other Official Links

<http://sssw.hunter.cuny.edu/>

<https://twitter.com/silbermanssw>

<https://facebook.com/SilbermanSSW>

<http://www.linkedin.com/groups/SSSW-Silberman-School-Social-Work-4800087/about>

<http://criticaltime.org/>

<http://silbermanaging.com/>

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POST-GRADUATE RESOURCES

Licensure Supports and Resources

The Licensure Process

The purpose of licensure in social work is to assist the public through the identification of standards for safe, ethical, effective professional practice. Building on the foundation laid by the Master of Social Work (MSW) degree, licensure enhances social workers' professional opportunities, and affirms social work itself as a profession – an occupation that involves prolonged training and a formal qualification by a licensing body. Each state sets and governs its own rules for the Licensed Master of Social Work (LMSW) licensure, based on a national test administered by the Association of Social Work Boards (ASWB). In general, a social worker must hold an MSW degree to apply for the LMSW license.

It is each student's responsibility to create a licensure study plan when they enter the MSW program, and to engage in their plan throughout their education at Silberman. The LMSW exam is a nationwide test, assessing general knowledge about the profession. Not all of the content on the exam may be covered in coursework. It is the student's responsibility to learn the content that may not be covered during their course of study at Silberman, with the assistance of Silberman Licensure Central.

Silberman Licensure Central

Launched in 2017, Silberman Licensure Central is a digital gateway that provides students with resources, information, and practical steps to help them become licensed LMSWs. It is available on the School's Blackboard page:

Blackboard > SSSW Information Corner > Licensure Central

Silberman Licensure Central provides the following for students' use:

- Instructions on the LMSW exam registration process for New York and New Jersey;
- Specifics on test prep, test simulation, and study guides;
- Registration for one free LMSW test prep class, available to SSSW students who complete the degree requirements;
- Additional links and resources.

Online Assistance

For questions and concerns about the LMSW exam and licensure process, there is a Licensure Specialist available via email: ssswlc@hunter.cuny.edu.

Silberman Library Resources

The Hunter College Social Work & Urban Public Health Library, located in the Silberman Building, maintains additional resources to help students prepare for LMSW licensure. These include test prep books for loan, computerized test-taking simulations, and resource guides.

Accessing Resources After Graduation

After graduation, new alumni may obtain an Alumni OneCard by visiting the Hunter College Alumni Office, Main Campus, East Building Room 1314. (Note: Once verified and enrolled, students will obtain their physical card from the OneCard Office, West Building Room 203). With an Alumni OneCard, Silberman alumni are able to maintain their Hunter email IDs and access Blackboard, where they may continue to access LMSW help. Alumni with the Alumni OneCard may also continue to borrow materials from the Hunter College Libraries.

Employment-Related Services

Silberman School of Social Work Job Bank

Current listings of full-time, part-time, summer, temporary, voluntary, and instructional positions are compiled on the Silberman School of Social Work's private LinkedIn group, which can be accessed by going to the Alumni section of the SSSW website.

Posting Notices in the Job Bank

Potential employers who wish to post job notices are encouraged to submit detailed job information using the School's online Job Posting Request Form. This form is available on the SSSW website by clicking Quick Links > Forms. (Job notices may sometimes also be submitted to Method Chairs or the Director of Student Services).

MSW Job Fairs

There are MSW job fairs held periodically throughout the year in the New York area. Students will receive relevant information about these opportunities throughout their time at the School. It is important that students check their @myhunter emails regularly. In addition, all SSSW students and alumni are urged to attend the annual MSW job fair co-sponsored by Silberman and other New York schools of social work during the spring semester.

Hunter College Office of Career Development Services

All Silberman students and alumni are invited to attend the career fairs sponsored by the Hunter College Office of Career Development Services, held each fall and spring semester. In conjunction with these and other local job fairs, the College provides reference materials and conducts review sessions on résumé preparation and interviewing skills for students and alumni. Career development workshops and potential-employer information sessions may also take place during Common Times. Students should consult Common Time schedules for details.

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SUPPORTS FOR LEARNING

The Hunter College Libraries / Social Work and Urban Public Health Library

The Social Work & Urban Public Health Library (SWUPHL) is a graduate- and doctoral-level branch of the Hunter College Libraries. Located on the main floor of the Silberman Building, SWUPHL serves the academic and research needs of the Silberman School of Social Work and the Hunter College undergraduate Urban Public Health Programs and graduate Nutrition Program. The SWUPHL is under the administrative jurisdiction of the Chief Librarian and Dean of the Hunter College Libraries Department.

Upon entering the SWUPHL, patrons are greeted by the Information Commons, which houses the AV-ICIT Service Desk, the Circulation Desk, and the Reference Desk. The SWUPHL contains group and individual study areas, including six group study rooms which contain audio-visual equipment and monitors. There is a mini-computer lab with eight desktop computers, six study carrels with secure laptop computers, and 20 laptop computers available for check-out at the AV-ICIT desk. Printing, photocopying, and scanning equipment are available. There is wireless Internet access throughout the entire Silberman Building.

The SWUPHL contains 56,000 volumes, 80 print serials, and audio-visual materials—all of which are searchable in the online CUNY+ catalog. Students have electronic access to over 300 databases, 100,000 eJournals, and 263,000 eBooks. Students also have access to Hunter's Cooperman Library and Zabar Art Library at 68th Street, the Health Professions Library on the Brookdale campus, and all 24 libraries in the CUNY system. Materials from other CUNY libraries are made available to Hunter students through CUNY's intra-library transport system known as CLICS. Materials not held in any CUNY library may be requested through the national Interlibrary Loan service known as ILL.

The Library Faculty provide instruction and reference services. Silberman students will receive four hours of in-class Information Literacy Instruction for social work practice over the course of the standard two-year program. The SWUPHL's Reference Desk is covered by a faculty librarian approximately 54 hours per week, including Saturdays. Students may "drop in" at or call the Reference Desk to work with a librarian on reference and research questions. In addition, students may email librarians directly or use the online request form to schedule one-to-one research consultations. Ask-a-Librarian, an online live chat service, is available 24 hours a day through the Hunter College Libraries website.

Important Links:

- The Hunter College Libraries website: <http://library.hunter.cuny.edu/>
- SWUPHL Hours: <http://library.hunter.cuny.edu/hours/schools-social-work-public-health>
- The Social Work Library Guide : http://libguides.library.hunter.cuny.edu/SW_Research
- Online Research Consultation Request Form: https://library.hunter.cuny.edu/forms/class-request?request_type=2

Accessibility Services for Students

Students are encouraged to register with the Hunter College Office of AccessABILITY in order to receive services offered under ADA guidelines. The Office of AccessABILITY makes accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Students who are eligible for reasonable accommodations include those with written and certified mobility, visual, or hearing impairments, learning or cognitive disabilities, mental health conditions, and any condition that limits basic functions. Also eligible are students in recovery from alcohol or substance addiction and those diagnosed with HIV/AIDS. Documentation of disability is required. **All information is kept confidential and is only released with the student's written permission.** The office is in the East Building, Room 1214B, Hunter College Main Campus at 68th Street, (212) 772-4857. The webpage for the Office of AccessABILITY is: <http://www.hunter.cuny.edu/access>. Additional information is also available on the SSSW website, Student Services page.

Accessibility Services at the Library

The SWUPHL works collaboratively with the Office of AccessABILITY, the Office of Student Services, Silberman's Educational Technologist, and the AV-ICIT Department to provide assistive technologies and universally accessible library materials. SWUPHL currently maintains access to Dragon, JAWS, and ZoomText softwares (JAWS and ZoomTEXT are now known collectively as Fusion) and access to Kurzweil 3000.

Students with disabilities may contact the Head Librarian, Margaret Bausman, at (212) 396-7659 or mbausman@hunter.cuny.edu for more information about resources and services for students with disabilities. While students are not required to disclose information about the nature of their disability, when contacting the library for access assistance, students should identify themselves as registered with the Office of AccessABILITY and indicate the service accommodations they need. (Students registered with the Office of AccessABILITY have an identifying card that indicates their accommodations; however, not all accommodations may be needed for every situation.)

Assistive Technology at the Library

Students with specific Assistive Technology needs may contact the AV-ICIT Service Desk in the Information Commons of the SWPHL at 212-396-7670. The technologies currently available include the following:

- Dragon Naturally Speaking
- FUSION (JAWS/ZoomText)
- Kurzweil 1000
- Kurzweil 3000 (Note: To download the most up-to-date web version of Kurzweil 3000, students must be registered with the Office of AccessABILITY and use their assigned web credentials.)

During the 2017-2018 academic year, FUSION and Kurzweil 3000 software products will also be available for download on personal and School computers throughout all CUNY campus communities.

The AV-ICIT Department will work with the Office of AccessABILITY to provide other technologies as needed.

Access & Technology Center

Under the auspices of the Office of AccessABILITY, the Access & Technology Center offers adaptive technology and individualized computer training for students with disabilities. This adaptive technology is especially helpful for students who have learning disabilities or visual and hearing impairments. The Center is in the North Building, Room 300, Hunter College Main Campus at 68th Street. The webpage for the Center is:

<http://www.hunter.cuny.edu/access/services-programs/accesscenter>

Computer Laboratory

The Silberman Building houses four computer laboratories on the concourse (basement) level. These laboratories are regularly used for scheduled classroom instruction and research, and class schedules are posted on each door. However, when not in use for class, the laboratories are available for student use. Each lab has a printer.

The lab computers are loaded with many popular word-processing, spreadsheet, and database programs as well as a range of discipline specific software. Computer terminals specifically designated for Internet access are available at stand-up stations throughout the Silberman Building.

Audio Visual Resources

VCR, DVD, and video camera equipment are available for curriculum-related activities. Students who wish to record and/or present a video or DVD within the building in fulfillment of a course assignment can arrange to do so with the permission of their instructor. Use of the equipment is scheduled with approval. Most classrooms are *smart* classrooms, equipped with video and internet access. Technical support staff is available to provide assistance and are located in the Library.

The Silberman Writing Program

The Silberman Writing Program (SWP) offers free tutoring services to all students enrolled at the Silberman School of Social Work. The SWP offers a variety of resources, including one-on-one writing consultations and over 70 handouts and podcasts to help students with their writing and information literacy needs. Students can schedule an appointment for an in-person consultation by visiting the following websites: ssswriting.youcanbook.me and ssswriting2.youcanbook.me. If the times indicated on the site are not convenient, students can contact the director of the Writing Program, Christopher Hartley, to arrange something more suitable for their schedules (ch552@hunter.cuny.edu). Useful handouts and podcasts can be accessed by visiting the Silberman Writing Program section of Blackboard (in the SSSW Information Corner). The Writing Program offers the following services:

- One-on-One Tutoring
- “Tele-Tutoring” & Remote Tutoring
- Group & In-Class Workshops
- Writing & Information Literacy Handouts
- Writing & Information Literacy Podcasts
- A Preparatory Writing & Information Literacy Workshop for New Students

Hunter College Reading/Writing Center

The Reading/Writing Center, located at Hunter College in Thomas Hunter Hall, 4th floor, provides free tutorial assistance to registered students. Tutors are students who are trained to facilitate the development of critical reading, writing, and research skills. The services (which include tutorial assistance, e-tutor assistance, and instructional handouts) are also available on the website (<http://rwc.hunter.cuny.edu/>). Drop-in service operates on a first-come, first-serve basis, during which time students can meet with a tutor for up to 30 minutes. The length of the session depends upon individual needs.

When students cannot attend tutoring in the Reading/Writing Center or when they have a specific question, on-line contact is an efficient way of receiving assistance. Using E-tutor, students can ask questions about the writing process as well as send a section of a paper as a Word attachment for review. Students must include their full name, Hunter e-mail address, the course title, and basic information about the assignment. E-tutor does not read and comment on whole papers. The email address for this assistance is E-tutor@hunter.cuny.edu.

Additional Student Supports

Any student experiencing any psychosocial stressors impacting their learning (financial, emotional, psychological, physical, or otherwise) should immediately contact the Department of Student Services for a range of supports, including referral to Hunter College's Counseling and Wellness Services or Behavioral Response Team.

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REGISTRATION AND FINANCIAL AID

Records and Registration

The dates and basic procedures for internet registration are determined by the Office of the Registrar at Hunter College, but most materials are also distributed by the School via the website. Filing of additional forms, validation, and payment of fees are completed at the Office of the Registrar at Hunter College, 695 Park Avenue at 68th Street.

Students should keep all bursar's receipts, copies of official registration, and grade records sent by the College. It is the students' responsibility to make sure that their records are up-to-date and correct. Faculty members and staff only advise and cannot register students for classes or process changes.

The Registration Process

Registration occurs prior to the beginning of each term and is organized in two parts:

1. Course registration is conducted via the Internet using CUNYFirst and can be accessed through www.cuny.edu: Log-in>CUNYFirst.
2. Payment of fees is completed online following registration. Students should keep the bursar's receipt for their records. ID cards are obtained at the OASIS office, Room 217, North Building, Hunter College.

Registration

It is the students' responsibility to register for all of their classes each semester. If they are registering and find that a class they want is full or is reserved for another group, they must select another class. If they are not registered in the class they want, they should check back periodically in CUNYfirst to see if someone has dropped that class, leaving an open seat for them to swap classes.

Detailed registration instructions, course schedules, and registration dates are available several weeks before registration begins and are posted on the School's website and on the registration page on Blackboard.

Except for incoming students, all other students should consult with their academic advisors prior to registration to plan their programs and ensure that they are enrolling in courses needed for completion of their degree requirements. Incoming students receive specific information and instructions in the summer prior to the beginning of classes. Course sections and registration dates are posted on the Registrar's website: <http://registrar.hunter.cuny.edu> . Students should check the Registrar's website for information on registration and required payment dates.

Students should also check the School's website and their Hunter e-mail accounts for course schedules, changes, and additional information.

MSW Graduate students cannot enroll in more than 17.5 credits per semester without the approval of the Silberman Registrar Office.

Registration Waitlist

Four weeks before the semester starts, the registration waitlist will be available on Blackboard (Blackboard>SSSW Information Corner>Registration) for students who require assistance registering and who have already made every effort to register for their classes. Each request will be reviewed and students will be notified if their requests can be fulfilled. These requests should not be used to request specific instructors. Instead, requests should be for special needs and special circumstances, and documentation will be required when students submit their requests.

Please note: At the end of the registration process, class lists are reviewed by the Office of the Dean and professional curriculum area chairpersons. Adjustments may be made in order to relieve overcrowding or to equalize class size. If needed, new sections may be opened or classes may be canceled because of insufficient registration.

Tuition Payment

The Bursar's Office at Hunter College (Room 238 of the North Building, 212-772-4400) has up-to-date information on tuition charges for the School of Social Work. Tuition currently can be paid online. Students are urged to pay the tuition bill before or on its due date. Failure to do so results in being automatically dropped from the courses for which the student has registered. Students are required to then register again—often when many courses have already filled. Students should file a FAFSA form each year, regardless of financial need. Filing this and an application for a student loan will prevent potential cancellation of classes and facilitate processing of loans, scholarships, and awards.

Refund Policy

The CUNY refund policy relates to all students who withdraw from courses *prior to the first day of the fourth week of classes*. The refund policy is as follows:

100% tuition and fees prior to 1st day of classes
75% tuition only prior to 1st day of 2nd week of classes
50% tuition only prior to 1st day of 3rd week of classes
25% tuition only prior to 1st day of 4th week of classes

See the Hunter College Registrar's website each semester for the exact dates.

Transfer, Waiver, and Prior Graduate Credits

For incoming students entering their first year, a maximum of 12 graduate social work credits may be transferred to the Silberman School of Social Work from another accredited graduate social work program. Transfer credits will be considered for courses only in which grades received are B or better and which *were taken within the last 5 years*. A maximum of nine non-matriculated credits taken at the SSW may be counted toward the 12 credit transfer limit. Official transcripts are necessary for all courses except those taken at Hunter. Courses can be transferred only in the context of the School's requirements. No academic credit is given for life experience or previous work experience.

Instructions for Application to Transfer Credits

Transfer of credit and credit waiver fall under the purview of the Director of Enrollment Management, in accordance with the following procedure:

1. A student seeking to transfer credit must submit a Transfer of Credit Form to the Office of Enrollment Management before the start of their first semester: By **July 31st** for the

Fall Semester or **December 15th** for the Spring Semester. Students may obtain this form on the SSSW website or directly from the Office of Enrollment Management.

2. The student must complete the Transfer of Credit Form, and attach:
 - a. Copy of official transcript(s) reflecting the courses under consideration, except for courses taken at Hunter College;
 - b. Syllabi for all courses under consideration, including courses taken at Hunter College;
 - c. Any additional, relevant supporting documentation.
3. The student must indicate whether the courses under consideration are intended to count toward *elective* or *required* Silberman School of Social Work credits. If being presented in lieu of *required* course credits, the student must write the titles of the SSSW equivalent courses.
4. The student submits their completed credit transfer request to the Office of Enrollment Management, which monitors the request's processing and return.
5. Once the Office of Enrollment Management verifies the initial validity of the student's request, it sends all materials to the appropriate curriculum area Chair for their review and written decision.
6. The curriculum area Chair reviews the request, and returns a signed decision – approval or denial – to the Office of Enrollment Management and the Associate Dean for Academic and Faculty Affairs; Final approval is made by the Associate Dean for Academic and Faculty Affairs.
7. The Office of Enrollment Management informs the student of the final decision.
8. If the student's request has been approved:
 - a. The Office of Enrollment Management sends all materials (originals) to the Registrar's Office at Hunter College, where the student's record is updated; the student will be given duplicates.
 - b. The Office of Enrollment Management directs the student to the Director of Student Services for subsequent advisement.

Note: No more than six credits of graduate study in fields other than social work will be accepted. A maximum of six credits of non-social work graduate coursework may be transferred to the School if these credits were taken in related fields within the last five years.

Courses Subject to Waiver or Transfer

Courses that may be considered either for waiver or credit transfer are the first Social Welfare Policy and Services course, (SSW 701), two required courses in Human Behavior and the Social Environment (SSW 711 and 712) and the first Social Work Research course (SSW 751). Students seeking to transfer research credit may be asked to attend SSW 751 in order to develop the research project they will be required to execute in SSW 752 (Research 2). Practice method courses generally cannot be waived. Some professional curriculum areas require a waiver exam. Students who feel they have mastered the material covered by a course through prior study may choose to take a waiver examination. Passing the exam does not mean that the student is awarded credits of the waived course; instead, doing so only exempts the student from that required course.

Waiver of courses does not release a student from the necessity of completing the total number of credits required for the degree. Transfer credits, when approved by the Office of the Dean, can be used toward the degree.

Financial Aid and Scholarships

Scholarships

Requests for information on scholarships should be directed to the Director of Enrollment Management. This department facilitates School of Social Work partial tuition waiver funds as well as government and foundation scholarships. Applications are processed each semester. As a result of the limited resources, not everyone who applies for partial tuition waiver assistance will receive it. The awards are based on student financial need.

<http://www.hunter.cuny.edu/student-services/scholarships>.

Please note: Most scholarships are formally administered via the Hunter College Bursar's Office and the Hunter College Office of Financial Aid. Accordingly, students who hope to receive scholarships must have a FAFSA form on file.

Awards received through the Tuition Assistance Program (TAP), GSL, Perkins Loan (formerly National Direct Student Loan, NDSL), or College Work-Study should be reported as income on the scholarship application and do not preclude eligibility for partial tuition waivers.

Financial Aid Office

Information about Federal Direct Loans can be obtained at www.fafsa.ed.gov. Applications for Perkins Loans, TAP, and Work Study are distributed and processed by the Financial Aid Office at Hunter College, 695 Park Avenue, Room 241, (212) 772-4820, e-mail faohc@hunter.cuny.edu or visit <http://www.hunter.cuny.edu/onestop/finances/financial-aid>. Financial aid counselors are available on a walk-in basis at Hunter College. Billing directions and submission of direct loan forms should be directed to OASIS at Hunter College, Room 217, North Building.

The New York Higher Education Services Corporation Loan

The procedures designated by the Financial Aid Office must be followed. Applications for the NYHESC Loan must be picked up from a bank (education division). Funds are borrowed by the student from a bank and payment is guaranteed by the federal government through Hunter College. Students must complete this application and bring it to the Financial Aid Office after which a questionnaire must be completed. This questionnaire is needed so that the Financial Aid Office can insert their portion of the NYHESC application and is part of the guaranteeing process.

Eligibility for Student Loans

Hunter College requires students to be enrolled in courses totaling a minimum of six credits to be eligible for student loans.

Student Loan Deferments for Past Loans

Terms of deferment may be determined by the lending agency. The staff in the Registration and Certification Unit of the Registrar's Office will sign and seal student loan deferments for all Hunter College students. This service cannot be performed for new students until they have registered and paid for the first term.

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LIABILITY INSURANCE, HEALTH AND COUNSELING

Liability Insurance

All students enrolled in or auditing the field practicum must purchase liability insurance coverage from the School's Professional Liability Insurance Program; a small fee is attached to the tuition bill during the semesters when students are enrolled in either SSW 761, 763, or 767. Students who are not enrolled but who have been asked to repeat a semester in the field practicum should bring payment to the Field Education Department on the 3rd floor.

Health Services and Wellness Education

Vaccinations and emergency health care information are available through Hunter College Health Services, located at the Main Campus (68th Street and Lexington Ave), North Building Room 307. Health Services may be reached at (212) 772-4800 or healthandwellness@hunter.cuny.edu. Health/wellness education resources and programs are also available.

Health Insurance

Please refer to Hunter College Health Services for options to purchase health insurance: <http://www.hunter.cuny.edu/cws/healthservices/healthservices-insurance>.

Counseling Services

Students experiencing personal difficulties may wish to receive individual or group support. Free, confidential on-site counseling, as well as referrals to external support services, are available through Hunter College Counseling Services, located in East Building Room 1123 on Hunter's Main Campus. Walk-ins are taken from 9 a.m. to 5 p.m. Students may also call (212)-772-4931 or email personalcounseling@hunter.cuny.edu for an appointment. Students may also contact the Director of Student Services for assistance in scheduling an appointment and for information about additional resources.

Hunter College Behavioral Response Team

Students in crisis or experiencing significant distress can be referred to the Behavioral Response Team, an interdisciplinary group of professionals affiliated with Hunter College. Additional information on the BRT, the referral process, and the protocol the BRT follows, is available at <http://www.hunter.cuny.edu/brt>.

18 FACILITIES

The Building

The School of Social Work's Silberman Building includes classrooms, a well-resourced library, community meeting spaces, four computer labs with extensive software, and an art gallery. The building has an interior courtyard garden and a large 2nd-floor terrace. A café is located in the building as well. Additionally, the building is home to the Brookdale Center for Healthy Aging; the library and archives of Centro: The Center for Puerto Rican Studies at Hunter College; and the undergraduate programs in Nutrition and Community Health Education. are co-located in the building. In addition to resources in the School of Social Work building, there are extensive learning resources at the main campus of Hunter College (68th Street and Lexington Avenue), the CUNY Graduate Center, and other campuses of the City University of New York (CUNY).

Hours of Access

Administrative and faculty offices are generally open between 9:00 a.m. and 6:00 p.m. during the week. Classes may be held within or outside of these hours. Faculty members may set office hours within or outside of these hours; and appointments may be necessary. Students are advised to consult individual faculty and staff members about their office hours. Individual administrative departments, such as Enrollment Management or Student Services, may adhere to specific office hours and may hold events outside the hours listed above.

The Hunter College Social Work & Urban Community Health Library, located in the Silberman Building, is generally open during business hours and evenings; however, its hours depend on the day of the week, time of year, and whether scheduled classes are in session. Students are advised to check the Library's website for the most current operating hours: <http://library.hunter.cuny.edu/schools-social-work-public-health>

Restrooms

The School has an All-Gender Restroom on the 3rd floor. The All-Gender Restroom is intended to demonstrate the School of Social Work's support for everyone's right to have access to safe and comfortable facilities. Trans people and people who don't fit gender stereotypes are often targets of harassment and violence in "women's" and "men's" bathrooms. Such harassment and social control has no place in an institution of higher learning. We encourage students to respect diversity in gender identity and expression and support people's comfortable access to these facilities.

Room Requests

Student requests for space should be directed to the Department of Student Services. In general, space requests which are associated with School of Social Work programming and School community members are processed through Silberman and then referred to the Hunter College Central Reservations System. External requests for space must be made directly through the Hunter College Central Reservations System.

Food Service

Vending machines are available on the 2nd and 3rd floors. There is also an independently operated grab-and-go café on the 1st floor, currently run by a local merchant.

Smoking

Smoking is **prohibited** throughout the building. Smoking is also **prohibited** within a certain distance of the building's exits and entrances, and on or near the grounds of all CUNY properties, per CUNY's Tobacco-Free Policy ratified in 2011.

Building Operations

The Assistant Dean for Finance and Administration works directly with the Office of Facilities Management and Planning, the Department of Public Safety, and the Office of Instructional Computing and Informational Technology to ensure the provision of building services. Any building emergencies should be reported to Public Safety immediately: 212-396-7777.

No nails, tacks, or scotch tape are to be used on the walls of the building. Notices may be tacked on the classroom bulletin boards and the student government bulletin boards and outside classrooms. The Department of Student Services may be contacted with questions regarding bulletin board use and policies.

Fire Drills

Public Safety personnel conduct required fire drills. Emergency response information is posted inside each classroom and by elevators. Doors leading to emergency stairwells should not be propped open at any time.

Fire/Emergency Procedures for Students with Disabilities at the School

1. Public Safety personnel will oversee any emergency condition.
2. Students with disabilities should familiarize themselves with the emergency procedures posted by the elevators on each floor. Unless directed otherwise by FDNY personnel or other emergency responders, disabled persons will enter the nearest stairwell and await FDNY responders to assist them in exiting the building.
3. All students, upon noticing someone in need of assistance during an emergency, should be sure to notify the nearest emergency responder as quickly and safely as possible.

Emergency conditions should be reported directly to Public Safety at 212-396-7777.

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FINISHING UP

Preparation for Graduation

Graduation is held in January and in June. Students graduating in either January or June are encouraged to participate in one of the twice yearly commencement events held by Hunter College. In addition, the School holds two recognition ceremonies (January and June) organized by the administration and students. Students finishing their last six credits or less in summer may participate in the June graduation. However, their degree will not be conferred until the end of the summer semester.

In preparation for graduation, and prior to their final semester, students should check their transcript with an academic advisor to be sure that all course work has been successfully completed, that grades of Incomplete have been changed, and that transfer credits have been applied.

An integral part of completing the degree is applying for the **degree audit**. Students may apply for an early degree audit – which will track their credit accumulation through their two years in the program – or apply for the degree audit during their second year. Students will receive alerts regarding degree audit application. They may also contact academic advisors for information and assistance. Once confirmed as a degree audit applicant in their final semester, students are required to meet with their academic advisor for a final transcript review.

It is the student's responsibility to apply for the degree audit by the appropriate deadlines and to meet with an academic advisor for a final review during their final semester of course work. Failure to follow these steps will cause a delay in degree conferral and will subject the student to additional fees.

All course work for the terminal semester must be completed by the deadline for grade submission. The degree cannot be awarded until all work is complete. If the work is not completed by deadline for grade submission, the degree will not be awarded until the end of the following semester (i.e., June if the expected date of graduation is January or September if the expected date of graduation is June). Students must be enrolled for a course or pay a *maintenance of matriculation* fee in the semester in which they graduate.